MILID Yearbook 2013

A Collaboration between UNITWIN Cooperation Programme on Media and Information Literacy and Intercultural Dialogue and NORDICOM

Media and Information Literacy and Intercultural Dialogue

Edited by Ulla Carlsson & Sherri Hope Culver

Autonomous University of Barcelona, University of São Paulo, Tsinghua University, Cairo University, Temple University, University of the West Indies, Queensland University of Technology, Sidi Mohamed Ben Abdellah University

UNESCO
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UNITWIN Cooperation Programme on
Media and Information Literacy and Intercultural Dialogue

United Nations Alliance of Civilizations

The International Clearinghouse on Children, Youth and Media

NORDICOM

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A Collaboration Between UNITWIN Cooperation Programme on
Media and Information Literacy and Intercultural Dialogue
and Nordicom, University of Gothenburg

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Content

PART 2

Editors: *Ulla Carlsson, Catharina Bucht & Maria Edström*
The International Clearinghouse on Children, Youth and Media at NORDICOM
Outlook: Media and Information Literacy and Intercultural Dialogue

Foreword

The UNITWIN Cooperation Programme on Media and Information Literacy and Intercultural Dialogue (MILID) is based on an initiative from the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the UN Alliance of Civilizations (UNAOC). This network was created in line with UNESCO's mission and objectives, as well as the mandate of UNAOC, to serve as a catalyst and facilitator helping to give impetus to innovative projects aimed at reducing polarization among nations and cultures through mutual partnerships.

This UNITWIN network is composed of eight universities from different geographical areas, including: Autonomous University of Barcelona, Spain; Cairo University, Egypt; the University of West Indies, Jamaica; the University of São Paulo, Brazil; Temple University, USA; Tsinghua University, China; Queensland University of Technology, Australia; Sidi Mohamed Bin Abdellah University, Morocco. The agreement was signed in Fez, Morocco in May 2011, in the presence of presidents from the above member universities. The MILID Network also includes associate members and will be expanded gradually.

The main objectives of the UNITWIN network are to foster collaboration among member universities, to build capacity in each of the countries in order to empower them to advance media and information literacy and intercultural dialogue, and to promote freedom of speech, freedom of information and the free flow of ideas and knowledge.

Specific objectives also include acting as an observatory for the role of media and information literacy (MIL) in promoting civic participation, democracy and development as well as enhancing intercultural and cooperative research on MIL. The programme also aims at promoting global actions related to MIL and intercultural dialogue.

In such a context, a MILID Yearbook series is an important initiative.

This first yearbook, *MILID Yearbook 2013,* is the result of a collaboration between the UNITWIN Cooperation Programme on Media and Information Literacy and Intercultural Dialogue (MILID) and NORDICOM's International Clearinghouse on Children, Youth and Media. The publication consists of two main parts:

Part 1. The UNITWIN Cooperation Programme on Media and Information Literacy and Intercultural Dialogue
New Approaches and Challenges

In this first section of the Yearbook the UNITWIN Network offers an opportunity to learn about and learn from a wide variety of MILID projects. It also reflects the differing viewpoints of what constitutes media and information literacy and differing viewpoints on how to best foster intercultural dialogue. This is to be expected as the authors come from numerous countries and varied backgrounds. Rather than see this as a problem to be resolved, it is important to encourage us to see this as reflecting one of the core concepts of MIL, that different people interpret messages differently. Even as our expertise and knowledge in MILID grows, we can all be reminded of those core principles.

Part 2. The International Clearinghouse on Children, Youth and Media at NORDICOM
*Outlook: Media and Information Literacy * Young People's Engagement with Media * Culture * Dialogue * Education*

The International Clearinghouse's intention in publishing this "Outlook" section of the first *MILID Yearbook* has been to gather relevant insights from different parts of the world – insights that can contribute to and stimulate knowledge, and discussions concerning young people and media, media and information literacy and intercultural dialogue. It is particularly important that young people themselves be engaged in this work. These are but a sampling of all the studies and activities that are taking place around the world, but are seldom recognized outside their immediate context, despite the value of their contributions.

We are deeply indebted to all the contributors, from the UNITWIN network and all around the world, who have made this publication possible. It is our hope that this first MILID Yearbook will stimulate fruitful intercultural dialogues on media and information literacy, and contribute to new knowledge and research both across and within national borders.

Göteborg and Philadelphia in March 2013

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MIL as a Tool to Reinforce Intercultural Dialogue

Principles and Aims of the UNESCO-UNAOC UNITWIN Cooperation Programme on Media and Information Literacy and Intercultural Dialogue

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United Nations Alliance of Civilizations

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**UNESCO-UNAOC UNITWIN
Cooperation Programme on Media and Information
Literacy and Intercultural Dialogue**

New Complexities for Old Challenges

The level of complexities in contemporary societies continues to develop exponentially. There is no doubt that the global village as we know it today will become more complex in the coming decade. Inequalities, misunderstandings and 'soft conflicts' may increase on a planet increasingly interconnected and subject to rapid intercultural exchanges. However, at the same time, scientific, technological and cultural developments will place in the hands of women, men, boys and girls a huge power of change and progress, perhaps as has never before in history.

While the growth of the complexities involve an increase in challenges, it is also true that our ability to seek and find solutions is greater and better. In this context, the promotion of media and information literacy and intercultural dialogue represents a key approach. The aim of the UNESCO-UNAOC UNITWIN Cooperation Programme on Media and Information Literacy and Intercultural Dialogue is to contribute to finding new solutions.

Through this introduction, we describe the characteristics of this programme in a global context and attempt to frame this debut UNESCO-UNAOC MILID UNIT-WIN yearbook in the context of development opportunities and challenges. We are deeply grateful for the cooperation and commitment of the Nordic Information Centre for Media and Communication Research (NORDICOM) without which this yearbook would not have materialized. This is a true testimony of the product of international cooperation.

Growth, Fragmentation and Inequalities

The population of the world is growing while tending to move to global and systemic integration.

The human population will probably reach 8.3 billion by 2030. Of that number, 60% will live in macro-cities where sustainability will become increasingly difficult and fragile. Migration will increase steeply, prompted by different causes including: 1) the search for better living conditions; 2) the progressive aging of the population in some countries; 3) war and violent conflicts; and 4) natural or social disasters. While the overall world economy will grow, the equal distribution of resources will remain a challenge[1].

All these factors contribute to enhancing the phenomenon of human integration in a new macro-society. Population growth is creating a 'new humanity' with increased interdependency. The global population is ever more interdependent. Likewise, the need for cultural diversity has become a reality. The huge development of ICT has created an exponential growth of the information which has become the vein of the organization of our societies. Consequently, we are witnessing a new phenomenon consisting, on the one hand, of the development of an enormous global culture and, on the other, globalizing cultures. The challenge here is to realize the goals and ideals of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions[2]. Over 148 countries signed as parties this legally binding international agreement in 2005.

A crucial dimension of cultural diversity is gender equality and women's empowerment (GEWE). According to the thematic consultation, *Addressing Inequalities – Post 2015 Development Agenda,* "Gender-based discrimination and the denial of the rights of women and girls, remain the single most widespread driver of inequalities in today's world."[3]

These phenomena – cultural diversity and human integration – have more dimensions than global and unifying dimensions. The future of our world is not only related to population and information growth. There exists another face to the challenge, the tendency towards fragmentation and separation. While the planet tends to constitute a global humanity and globalizing cultures, we also experience changes in geo-political dynamics of the world. There is a new situa-

tion in which a huge constellation of new and emerging powers, micro and local powers, non-state powers, and active groups of citizens must coexist.

This new constellation of micro-powers is becoming more and more important. There are many examples of this evolution: local communities, groups of citizens and new associations for the micro-interests of the people promote a new kind of power that is stimulating and which creates new alternatives and solutions. However, if not effectively managed it could lead to fragmentation.

The growth, integration and fragmentation of our world may, therefore, be both a challenge and a new opportunity for peace.

Consequently, we must find new ways to prevent conflicts, balance inequalities, promote cooperation and foster mutual understanding and intercultural dialogue.

It is against this backdrop that we propose that the work of the Media and Information Literacy and Intercultural Dialogue (MILID) Network becomes necessary and we call for its strategic strengthening.

UNESCO and UNAOC recognize that media and information literacy (MIL) and its contribution to global education can improve understanding between different cultures and civilizations.

Therefore, the MILID Network draws upon the Grunwald Declaration of 1982, the Alexandria Proclamation of 2005, the more recent Fez and Moscow Declarations and the UNESCO Declaration on Cultural Diversity. In addition, it builds on the Fez and Moscow Declarations which treat media literacy and information literacy as a composite whole that now encapsulates media and information literacy – necessary to achieve greater take-up and impact of MIL on education and development.

The media and other information providers, including those on the Internet, influence the view that a society has of itself and of others. They also represent a communication bridge between communities and groups, especially with the spread of ICT. Therefore, they can contribute to generating conflicts and vilifying differences or, to the contrary, to bringing about dialogue, understanding and respect for differences. If citizens improve their media and information competency, they can contribute to representing a serious demand for the mass media and other information providers to operate in accordance with peace and harmonious international relations.

The MILID Network now consists of eight universities: the Autonomous University of Barcelona, Spain; The University of Cairo, Egypt; Tsinghua University, Beijing, China; Temple University, Philadelphia, USA; The University of São Paulo, Brazil; Queensland University of Technology, Australia; University of the West Indies, Kingston, Jamaica; and Mohamed Ben Abdellah University, Fez, Morocco. The network includes a number of associate members, such as key partners like NORDICOM. Membership of the network will be increased slowly while ensuring its efficacy.

These universities are cooperating with the aim to promote research, education and training and advocacy on the subject of media and information and intercultural dialogue[4].

This initiative is based on the premise that if citizens from all over the world improve their critical and communicative capacity, they will be able to contribute to respecting diversity, freedom of expression and considering others as equals with a voice, so as to promote democracy and peace.

According to the Memorandum of Understanding between UNESCO and the United Nations Alliance of Civilizations, the current global challenges need urgent attention and action in order to guarantee peaceful coexistence, harmony and interaction between people with different cultural backgrounds by proposing cultural and linguistic diversity and intercultural dialogue. In this context, the media and other information providers are thought to be in a strategic position when it comes to promoting broad international dialogue, providing they are given the freedom and independence to do so. They play a vital role in organizing perceptions and points of view of other cultures and religions and, therefore, have a unique responsibility with regard to promoting and endorsing tolerance throughout the world.

Promoting media and information literacy doubtlessly constitutes an opportunity to advance all of these ideals.

The main actions of UNITWIN Cooperation Programme on Media and Information Literacy and Intercultural Dialogue are:

The advancement of education for all: Education is essential if young people are to acquire the skills they need to work and participate in a changing world. "Education improves health and livelihoods, empowers women and other vulnerable groups, boosts economic growth and reduces poverty in ways that helps to lock in gains for generations to come. Education enhances economic growth… Equitable education can help people claim the kind of democratic change that will ensure development benefits all citizens."[5] In this educational dimension, classical literacy has long been the most important goal. It remains so to the extent that reading, writing and arithmetic are the basis of study and knowledge. But today "reading", "writing" and "arithmetic "skills are exercised through media, through new technologies and through new languages. New forms of media require new literacies. In this sense, media and information skills are basic objectives of the entire education system.

Scientific, technological and economic progress: In recent decades, there has been undeniable economic progress that has led to the growth of what are considered indicators of human development. As shown in the *2010 Human Development Report* on the analysis of all countries for which complete HDI data are available for the past 40 years, "life expectancy climbed from 59 years

in 1970 to 70 in 2010, school enrollment rose from just 55 percent of all primary and secondary school-age children to 70 percent, and per capita GDP doubled to more than U.S. $ 10,000. People in all regions shared in this progress, though to varying degrees. Life expectancy, for example, rose by 18 years in the Arab States between 1970 and 2010, Compared to eight years in sub-Saharan Africa." However, unequal distribution of wealth could significantly damage this progress and become an inexhaustible source of conflict. Only a harmonious development of economies with the progression towards more just societies, and appropriate technology development can ensure future progress. In this context, MILID has a key role to play. The acquisition of the new skills required by new technologies and new production systems is also making people and societies increasingly autonomous and able to appropriate the new technology and media environments.

The expansion of knowledge societies including free, independent and pluralistic media: "A knowledge society should be able to integrate all its members and to promote new forms of solidarity involving both present and future generations. Nobody should be excluded from knowledge societies, where knowledge is a public good, available to each and every individual."[6] Freedom and democracy depend on this integration and require conditions of equality and harmony. Here, also, MILID is very relevant. A corollary of promoting the free flow of information by words and image, freedom of expression and freedom of information is that citizens of the world should be empowered with the skills needed to seek and enjoy the full benefits of these and other fundamental human rights. Media and Information Literacy (MIL) equip citizens with these skills. They are connected to universal strategies on youth empowerment, gender equality and cultural and linguistic diversity.

MILID provides the ability to expand the participation of the citizenry, a citizenry increasingly active in public affairs and in knowledge societies. It is also the key to the consolidation of a democratic public sphere in which dialogue and cooperation can be effective. These vectors are converging to create a huge global interdependent planet that has to result in a cosmopolitan citizenship based on human rights. This can only be sustained within the framework of cultural understanding.

Gender equality and women's empowerment: There are no human rights without women's rights. There is no freedom of expression without gender equality. There is no real cultural diversity or intercultural dialogue without gender equality. In the last two decades, the world's attention has been focused on several development priorities. These include Education for All, World Summit on Information Society, HIV/AIDS, Climate Change, Peace and Sus-

tainable Development and, more recently, the hopes for peace and democracy in the Arab States – to name a few. Though these remain urgent priorities on the development agenda, gender equality and women's empowerment (GEWE) issues will, perhaps, be the development priority of the next decade or two.

This topic will take marked prominence in the Post 2015 MDGs formulation. GEWE is about equality between women and men; equality between boys and girls. Implicit here is that GEWE permeate all present development priorities and those to come. "The proliferation of media, the explosion of new technologies and the emergence of social media in many parts of the world have provided multiple sources for access to gender related information and knowledge… While inequalities and gender stereotypes exist in social structures and the minds of people, media and other information providers have the potential to propagate and perpetuate or to ameliorate these."[7]

It is with this in mind that the UNITWIN Cooperation Programme on Media and Information Literacy and Intercultural Dialogue aims to develop an agenda based on the principles described below.

A MILID Agenda

From our point of view, an urgent agenda could be drawn up with a view to achieving this objective. This agenda would be based on the following interwoven principles[8]:

1. **Fighting the digital and cognitive divide:** Equal access and ability to participate in the global public sphere is essential. Nevertheless, we must now stress not so much the availability and access to technology, which is a known imperative, but the equal distribution of the cognitive competences needed to be able to effectively use this technology.

2. **Stimulating international cooperation and participation:** Efforts to overcome the digital divide must be accompanied by strengthened promotion of creating, communicating and interacting in new communicative networks. Viewing identities and cultural diversity globally can only be achieved if groups and individuals from the various cultures are active, express their points of view and defend their positions through dialogue. In the current world situation, however, this calls for an effort to create systematic cooperation between different countries with the subsequent exchange of resources and experiences – resulting in the creation of new knowledge.

3. **A global education:** By this we do not just mean media and information literacy reaching global status; rather, the need to respond to international strategies for cooperation, an essential dimension from all points of view.

The education system, which until now has been extremely dependent on national policies, must build more international bridges and be based on cooperation between countries and people.

4. **Education must, therefore, open up to global interaction:** Education programmes must be the fruit of cooperation and communication between people. Today's technologies are starting to enable this cooperation. Yet, making media and information literacy a globally engaging, mass civic education movement can help us to provide greater impetus and the relevant context.

5. **Revitalizing the global public sphere:** Internationalism and acceptance of cultural diversity mean having citizens who are committed to what happens to the planet and who are aware of the global scope of its problems. Only a public sphere driven by information, media and technology can promote and give direction to people's participation, fostering this new type of citizenship. This requires profound reforms in the organization of the current communication and information networks ensuring they are more open and inclusive. However, it is also true that only by promoting global participation will these reforms begin to take place.

6. **Integrating communication and information principles:** This new global media and information literacy will require ethics, global responsibility and a deeper understanding of the principles governing media and information systems. Thus, new media and information literacy must be based on the following principles:

   a. Freedom of expression and information, inclusion and transparency.

   b. Free flow of information through words and images. This is central to building new bridges for cooperation between cultures.

   c. Respect for intellectual property and copyright while recognizing the need for open access. The new international public sphere can only be based on the harmonious participation of all.

   d. Facilitating the production and distribution of information and media content produced by boys or girls, as part of formal as well as informal education.

   e. Cultural and linguistic diversity, a diversity that underscores gender equality and celebrates similarities as well as differences.

   f. Ethical use of information, media and technology; ethics based on international standards and driven by local consensus.

7. Finally, the creation of a culture of peace and peaceful understanding between communities and people must be the ultimate principle for media and information literacy. This means accepting the elementary principle that no one exists without dialogue and there is no peace without freedom and justice.

Notes

1   "We believe that in the world of 2030 – a world in which a growing global population will have reached somewhere close to 8.3 billion people (up from 7.1 billion in 2012) – four demographic trends will fundamentally shape, although not necessarily determine, most countries' economic and political conditions and relations among countries. These trends are: aging – a tectonic shift for both for the West and increasingly most developing countries; a still-significant but shrinking number of youthful societies and states; migration, which will increasingly be a cross-border issue; and growing urbanization – another tectonic shift, which will spur economic growth but could put new strains on food and water". p. IV. See Global Trends 2030: ALTERNATIVE WORLDS. National Intelligence Council. December 2012, in http://globaltrends2030.files.wordpress.com/2012/12/global-trends-2030-november2012.pdf Retrieved on 20 February 2013.

2   http://www.unesco.org/new/en/culture/themes/cultural-diversity/diversity-of-cultural-expressions/the-convention/convention-text/. Accessed on 25 January 2013

3   *Global Thematic Consultation on the Post-2015 Development Agenda*, *ADDRESSING INEQUALITIES. Synthesis Report of Global Public Consultation*, UNICEF and UN Women, p. 8, 2012/13

4   See http://www.unaoc.org/communities/academia/unesco-unaoc-milid/

5   http://unesdoc.unesco.org/images/0021/002192/219202E.pdf

6   See UNESCO: *Toward Knowledge Societies*. UNESCO 2005, http://unesdoc.unesco.org/images/0014/001418/141843e.pdf

7   See *Gender-Sensitive Indicators for Media*, UNESCO 2012, p. 15, edited by Alton Grizzle.

8   José Manuel Pérez Tornero and Tapio Varis: *Media Literacy and New Humanism*, UNESCO Institute for Information Technologies in Education, 2010Moscou, 2010, p. 126. http://iite.unesco.org/pics/publications/en/files/3214678.pdf Retrieved on 20 February, 2013.

PART 1

The UNITWIN Cooperation Programme on Media and Information Literacy and Intercultural Dialogue

New Approaches and Challenges

Editor: Sherri Hope Culver

Introduction

New Approaches
and Challenges

Sherri Hope Culver

Publishing an international yearbook on media and information literacy (MIL) is a mark of how far this field has come. From early years of classroom struggles and differing terminology to more recent and dynamic changes in communication technologies and pedagogical approaches, the changes point to a field worthy of in-depth discussion and evaluation. The changes have affected all areas of the field, including classroom teachers, research scholars and the media industry, from local to global. My own introduction to media literacy began with a local focus when I worked as a public TV producer and served as chair for a media industry professional association program titled "Creating Critical Viewers". My experience is like so many others; beginning with a passion for quality media and media understanding and growing out from there. MIL now includes local programs, regional activities, national collaborations, and global involvement. Illustrations of those programs are provided throughout this Yearbook. MIL is now a global issue with implications for democracy and global understanding. It influences political discourse, economic development, social interaction and cultural development. In this Yearbook we use the term MILID, media and information literacy and intercultural dialogue, to frame the focus of our work and dialogue to reflect on the influence of media and information literacy on our intercultural conversations and dialogue.

These ever-widening areas of discourse and influence can be seen as ripples, emanating out from that first drop of water. The visual image of concentric circles growing in breadth, power and influence is an apt image for this section of the Yearbook. This section, "New Approaches and Challenges", focuses on

projects and educational institutions that have helped shape the growth of the field in recent years. Of course, no publication can highlight all the projects and people influencing this field. In this section, the articles feature the efforts of the partner universities in the UNITWIN (University Twining and Networking) programme. This network of universities focuses on MIL as a platform for intercultural dialogue. We seek (and I say "we" because my own university, Temple University, is one of the partners) to enhance the field by increasing global collaborations. Since the UNITWIN collaborative is still fairly young (under two years) the articles in this first Yearbook often highlight collaborations within a country or even within a state or town. That is a reflection of the infancy of the program. Each year the UNITWIN partners aim to increase collaboration and share our MIL knowledge across borders, and across cultures.

The articles openly identify challenges, problems, and frustrations in MIL education environments, as well as best practices and successes. We approach our collaboration much as we approach MIL; as a process, not a result. Through the experiences of the UNITWIN partners we aim to share new research and knowledge, increase cross-cultural understanding and improve the skillful, innovative use, reflection and creation of media.

In our first circle of influence, we consider the ripple effect that starts in the classroom. **Section one,** *University Approaches to Integrating MILID,* explores the influence of higher education with examples of three institutions bringing innovative MIL programs and courses to students. In "*Media and Information Literacy and Intercultural Dialogue at the University of the West Indies*" Paulette Stewart and Olivia Bravo introduce us to two new courses offered by the University: The Teaching of Information Literacy and Information Literacy Instruction. They also reflect on a series of media literacy projects developed by the Caribbean Institute of Media and Communication.

Li Xiguang, Tsinghua University, China, considers the challenges inherent in introducing students to the basics of news gathering and news story construction in "*Teaching non-journalism students news writing*". He addresses the shifts that must take place to bring the core MIL concept of 'active inquiry' to classrooms by introducing methods and activities to encourage student involvement and less reliance on teacher-centered lectures.

A course commonly offered in communication schools is one in which films are screened and discussed. In the "*Formative Possibilities of Cinema*" Rogério de Almeida, University of São Paulo Brazil, deepens the MIL learning in his cinema class by compelling students to consider different representations of the world based on content that problematizes the world or exposes it. He encourages students to reference imagery and dialogue to support their claims.

Broadening our circle of influence and ripple effect are projects that extend beyond the classroom. While some educational environments focus within their institutions to build knowledge around MIL, other institutions opt to

create a bridge to the community and beyond. In **section two**, *Building MILID from the Local to the National,* we explore three Universities extending their reach beyond the traditional classroom. Michael Dezuanni and Hilary Hughes introduce us to several community-based MILID projects in "*Media and Information Literacy at Queensland University of Technology and in Australia*". Their projects literally cover the K16 spectrum from bringing MILID discussions to low socioeconomic kindergarten classrooms, to developing an online course that will be available to teachers globally. Details of their development process will be helpful to anyone considering community-outreach in MIL.

In Morocco, MIL is not included in the educational system nor, according to Abdelhamid Nfissi, Ph.D., Sidi Mohamed Ben Abdellah University, on the agenda of activists, policy-makers or educators. Therefore, those are exactly the areas he seeks to influence and on which he focuses his attention and efforts in "*The State of the Art of Media and Information Literacy in Morocco*". Progress is made from the local to the national through the offering of a new university course and an international MIL forum that was held in Morocco to encourage broader visibility for the concept.

My own experiences in the US are reflected in, "*National Leadership and Local Action: Media and Information Literacy in the US*". Several projects of the Center for Media and Information Literacy at Temple University are explored, including a MIL partnership with a local performing arts high school and challenges in developing an afterschool media club at a local recreation center. Also addressed are the benefits and challenges of having one of the only national professional associations in MIL, the National Association for Media Literacy Education (NAMLE).

Extending our ripple effect even further, in **section three,** we explore *The Influence of Policy* and its power to impact change in MIL. José Manuel Pérez Tornero, Cristina Pulido, and Santiago Tejedor, Autonomous University of Barcelona, have been at the forefront of several projects involving the European Commission and media and information literacy policy development in Europe. Development of those projects is detailed in "*Advancing MILID*". While Marwa Mohamed Nabil Abd El Moniem, International Academy for Engineering and Media Studies, Cairo, explores the need for regulatory policy in the balance between media messaging and the desire to maintain historically accurate tourist environments in "*Evaluating the Effect of Outdoor Ads on Urban Coordination in Egypt's Historical Spots*".

This section of the Yearbook offers an opportunity to learn about and learn from a wide variety of MILID projects. It also reflects the differing viewpoints of what constitutes media and information literacy and differing viewpoints on how to best foster intercultural dialogue. This is to be expected as the authors come from numerous countries and varied backgrounds. Rather than see this as a problem to be resolved, I encourage us to see this as reflecting one of the

core concepts of MIL, that different people interpret messages differently. Even as our expertise and knowledge in MILID grows, we can all be reminded of those core principles.

I hope you will see your own circle of influence reflected in these articles and find ways to deepen your involvement with MILID in your work and your life.

University Approaches to Integrating MILID

Media and Information Literacy and Intercultural Dialogue at the University of the West Indies

Paulette Stewart & Olivia Bravo

Caribbean Institute of Media and Communication

This article provides an overview of several initiatives in Media and Information Literacy and Intercultural Dialogue at the University of the West Indies. The first section describes two "Information Literacy" courses developed by the Department of Library and Information Studies. The Teaching of Information Literacy introduces students at the undergraduate level to the concept and process of information literacy, the role of Caribbean libraries in information literacy education and the various models and standards relative to information literacy. The Information Literacy Instruction course is aimed at introducing students to learning theories and pedagogical and andragogical approaches to teaching adults and children information literacy. Emphasis is placed on creating lesson plans, assignments and assessment for users of specific information units.

The second section describes in detail outputs from five media literacy projects developed by the Caribbean Institute of Media and Communication (CARIMAC), three of which stemmed from a multi-year media literacy project for Jamaican primary and junior high school students spearheaded by the Broadcasting Commission of Jamaica and UNESCO.

Introduction

The following report documents recent initiatives and activities in media and information literacy at the University of the West Indies undertaken by the Department of Library and Information Studies (DLIS) and the Caribbean Institute of Media and Communication (CARIMAC). Part one details two courses offered at the DLIS and Part two describes three outputs of projects at the CARIMAC.

The Development of Information Literacy Courses at the Department of Library and Information Studies

Overview

The development and implementation of credit-bearing information literacy courses for library and information science students at the university level is essential. This comes against the background that university graduates are expected to acquire the relevant information literacy competencies to function effectively and efficiently in the workplace. The Department of Library and Information Studies (DLIS) at the University of the West Indies, Mona, Jamaica, recently developed two information literacy courses in addition to an existing course taught to students pursuing the Bachelor of Education, BEd. This was necessary in order for students at all levels to have in-depth knowledge of information literacy and acquire the necessary competencies for instructing users. In addition to this it is imperative that graduates are trained in order to possess the knowledge and competencies that should enable them to effectively promote and use the *Media and Information Literacy Curriculum for Teachers* published by UNESCO.

Rationale for Development of the Courses

Students' information literacy competencies must be developed at the tertiary levels in Jamaica since many come to the university with limited knowledge in this area. Stewart's (2009) research on *"Teaching Information Literacy Skill: Its Impact at One University"* showed that students who were exposed to the course *Information Literacy: Concept and Process* offered by the Department of Library and Information Studies, improved in their overall academic pursuits. The findings showed that prior to completing the course, 46% of the participants had serious problems effectively completing assignments because they were unable to clarify the task given or locate information to complete their assignments. Forty-five percent were unable to find appropriate information. After pursuing the information literacy course there was significant improvement in these participants' information literacy competencies in areas such as; *identifying what information is needed* – 15 out of 24 moving from not good to 10 very good, and 13 good; *knowing where to look for information* – 14 out of 24 moving from not good to 12 very good, and 12 good; *create subject heading and search terms* – moving from 13 of 24 not good to 11 very good and 13 good; and writing bibliographic citations – moving from 9 out of 24 not good to 10 very good, and 14 good.

These findings, as well as the commitment of the DLIS in supporting the UWI to achieve its mission of producing graduates who are *career-ready,*

exceptionally well-grounded in their disciplines, articulate and *possess superior problem solving and critical thinking skills*, confirmed the need for more courses in information literacy in the DLIS curriculum. Rubin (2010) is also of the view that with the increasing use of technologies in both the classroom and the library there needs to be instruction in information literacy. The purpose of this instruction is not solely to develop skills for academic purposes but to prepare students to be lifelong learners (195).

In addition, the information age requires all persons to be information-literate, having the ability to locate, evaluate and effectively use information for their personal accomplishment and development. In keeping with this demand UNESCO has declared information literacy as a basic human right and libraries are expected to play a key role in educating the public. Since library and information professionals play an important role in educating the public in information management skills, they need to be equipped with the knowledge and competencies to plan and implement and effectively manage the information literacy programmes.

The *UWI Strategic Plan 2007-2012, STRIDE* has also expressed a number of key graduate attributes including being information literate. Recognizing the critical role of information literacy in academic and personal endeavours, these courses are designed to equip library and information professionals with the skills needed to provide effective information literacy instruction.

LIBS3604 *Teaching of Information Literacy* and LIBS6003 *Information Literacy Instruction* were developed to meet varied needs in the DLIS, UWI. *The Teaching of Information Literacy* is a level-three core course developed for inclusion in the Bachelor of Arts in Library and Information Studies programme. *Information Literacy Instruction* was designed as an additional core course for the Master of Arts in Library and Information Studies programme (MALIS). This programme is pursued by students who have undergraduate education in LIS via the B.A. in Library and Information Studies and the B.Ed School Librarianship.

1.0 The Teaching of Information Literacy

This three-credit course was developed to introduce students to the role of Caribbean libraries in information literacy education and the various models and standards relative to information literacy. Students are exposed to the learning theories and models to be applied when teaching information literacy to adults and children. Emphasis is placed on the planning and teaching of information literacy skills to students and adults through a systematic programme based on well-established theories and some of the best practices in the field. Models of Information Literacy including the Big6 and Marland's Nine Steps are covered

along with theories on information seeking behaviour to provide a framework for instruction. The content also includes information on how to conduct needs assessments and create effective information literacy assignments.

Learning Outcomes and Objectives

Learning Outcomes
At the end of the course students will be able to:
1. Discuss the concept and theory of information literacy;
2. Explain the information literacy standards in terms of students learning;
3. Explain the main models of information literacy;
4. Identify and explain the various stages in the information search process and the responsibilities of teacher, student and librarian at each stage;
5. Develop an outline for an information literacy curriculum;
6. Apply the theories of information literacy to their teaching;
7. Plan an information literacy instruction programme for any given audience;
8. Plan and develop effective information literacy assignments;
9. Develop an assessment tool for their information literacy assignment;
10. Demonstrate how to use Web tools

Table 1. Course Content for *Teaching Information Literacy* (Undergraduate)

Unit	Topics	Sub-topics	Tutorial Sessions
Unit 1.0	Concept and theory of Information Literacy and the library's role in information Literacy	Definition of information literacy Information literacy and libraries Multiple literacies	Writing citations
Unit 2.0	Information Literacy and Web 2.0	Blogging Facebook Twitter	Creation and use Web 2.0 tools
Unit 3.0	Information Literacy Standards	The use of standards Information Literacy Standards for Student Learning Implications of standards for teaching and learning	Database searching
Unit 4.0	Models of information literacy	Big6 Model Marland's Nine Step Models	DVD presentation – BIG6 Model
Unit 5.0	Theories of Information seeking behavior	Models of information seeking behaviour Kuhlthau's, Krikelas theories Dervin's Sense-making theory	Reference sources and evaluation of information sources
Unit 6.0	Information Literacy Curriculum	Criteria for developing information literacy curriculum Integrating the school library into the curriculum	Creating IL assignments and assessments tools
Unit 7.0	Approaches to Information Literacy instruction	Learning styles theories Principles of adult learning Theory of how children learn Theory of Cooperative learning and Multiple Intelligences	Information literacy lesson plans – teaching
Unit 8.0	Planning and teaching Information Literacy lessons	Blooms Taxonomy Librarian and teacher collaboration Writing lesson plans Preparing teaching materials Preparing and delivery	Micro-teaching
Unit 9.0	Assessment	Creating assignments and assessments Stripling's Taxonomy of Library Media Specialist Assessment	

The content areas selected are pertinent to achieving the objectives. Elrod, Wallace and Sirigos (2012) research findings on *"Teaching Information Literacy: A Review of 100 Syllabi"* suggest that areas included in this course are covered in these syllabi. For example the "Skill of Writing Citations" and "Database Searching" were covered in 76% and 94% respectively in the syllabi.

Tutorial Sessions

Lectures are supported by tutorial sessions which are designed to provide students with an environment for practical exercises to develop competencies in creating and using selected Web 2.0 tools, as well as writing information literacy lesson plans and designing assignments and assessments tools.

Course Assessment

The assessment consists of: an in-course essay not exceeding 1,500 words (20% of final grade); micro-teaching for 15 minutes (20% of final grade- lesson plan 5%, teaching 15%); outline of an Information Literacy Curriculum and two examples of information literacy assessment instruments (20%); and a final examination (40% of course grade).

Teaching Methodology

Currently this course is offered in a face-to-face mode. Teaching modalities include seminars/workshops; video presentations; demonstration of microteaching; and peer and self-assessments.

Teaching Assessment

The reflective/evaluative approach is used to evaluate each teaching session. "Reflective practice is a means by which practitioners can develop a greater self-awareness about the nature and impact of their performance, an awareness that creates opportunities for professional growth and development" (59). In order to accomplish this, the following questions are used to gain responses from students. Issues are addressed as mentioned by students based on their response to the questions. A portfolio of students' reflections is maintained by the lecturer. This process is necessary as feedback from students may indicate the effectiveness of each session and immediate adjustments can be made to improve the teaching learning process.

Reflection Questions

1. What was the most interesting thing I read for this session?
2. What were three main things I learned from this session?
3. One thing I learned in this session that I may be able to use in future is...
4. I am still unsure about...
5. What I most disliked about this session was...

2.0 Information Literacy Instruction

This course is aimed at introducing students to learning theories and the pedagogical and andragogical approach to teaching adults and children information literacy. It places an emphasis on the planning and teaching of information literacy instruction to students and adults through a systematic programme. The Big6, the Marland Information Literacy Model and other models are included to provide a framework for instruction. Human information behavior is explored and the impact that this has on users when they seek information. Students are allowed to conduct needs assessments, and get practice in writing effective library research assignments.

Care was taken to ensure that topics for this course did not replicate areas already addressed in the *Teaching of Information Literacy* since many students enter the postgraduate programme shortly after completing the undergraduate programme. Some of these topics are similar to those identified in Elrod, Wallace and Sirigos (2012) found in the 100 syllabi that they observed in their research on *"Teaching Information Literacy: A Review of 100 Syllabi".*

Tutorials

The tutorial sessions are included to provide practice for students to write citations and to use endnotes, which will be valuable to them when they begin to write their research paper. Some of these sessions will be used for creating assignments and assessment tools. In some of these sessions students will get the opportunity to teach using the lessons they have created.

Table 2. Course Content for *Information Literacy Instruction* (Postgraduate)

Units	Topics	Sub-topics	Tutorial Sessions
Unit 1.0	**Concept and theory of information literacy**	Information literacy contexts Information literacy research Elements of information literacy Economics of information literacy Multiple literacies	Writing citation Using Endnotes Database and web searching
Unit 2.0	**Web 2.0 tools**	Facebook, Podcasting, Twitter, Blogging	Creating and Using Web 2.0 tools
Unit 3.0	**Information literacy Standards and Models**	Information Literacy Standard for Student Learning Implications these standards for teaching and learning Big6 Model, Marland's Nine Step Models	Viewing of Information Literacy DVD
Unit 4.0	**Theories of Information seeking behavior**	Models of information seeking behaviour Kuhlthau's Dervin Sense-making Wilson theory	Writing lesson plans to reflect Blooms Taxonomy
Unit 5.0	**Information Literacy Curriculum**	Criteria for developing information literacy curriculum Developing an information literacy skill continuum Integrating the school library into the curriculum	Writing lesson to reflect the BIG6 and the Marland Information Seeking Models
Unit 6.0	**Approaches to Information Literacy instruction**	Theory of how children and adult learn Theory of Cooperative learning Theory of Multiple intelligences Integrating the library into the curriculum	Creating lesson plans
Unit 7.0	**Theories of learning**	Constructivism theory Cognitivist theory	Creating information literacy assignments
Unit 8.0	**Teaching Information Literacy lessons**	Writing lesson plans Preparing teaching materials Preparing for delivery Needs assessment, knowing your audience	Creating information literacy assessments
Unit 9.0	**Teaching Information Literacy lessons**	Blooms Taxonomy Collaboration with teachers Curriculum integration Resource-based instruction	Micro-teaching
Unit 10.0	**Evaluation**	Creating Assignments Construct Assessments	Research strategy

Teaching Methodology

This is a face-face only course that is designed to use the constructivist theoretical approach to teaching and learning. This teaching approach is appropriate because "learning involves an act of personal construction, and that knowledge is the creation of meaning based on the experience of the learner" (Khulthau in Thomas, Crow and Frankin, 79). This means that learners are active rather than passive. The teaching and learning therefore provides students with activities that enhance their problem solving skills.

The lectures are interactive. Students are placed in cooperative learning groups for some activities such as micro-teaching and creation of information literacy assignments and assessments. The following is also included: seminar/workshop presentations based on readings; group discussions; and online discussions.

Assessment

The assessment procedure includes: an in-course essay (15% of final grade); a portfolio (10% of final grade); and final examination (50% of final grade).

Media Literacy Activities at the Caribbean Institute of Media and Communication

Since 2009 the Caribbean Institute of Media and Communication (CARIMAC) has embarked on five interrelated media literacy projects, three of which stemmed from a multi-year media literacy project for Jamaican primary and junior high school students spearheaded by the Broadcasting Commission of Jamaica and UNESCO. CARIMAC collaborated with the Joint Board of Teacher Education. The goal of these three projects was to deliver outputs in the project's curriculum development and practical implementation phases. Products resulting from these projects were:

1. A Curriculum for a Media Literacy Training Programme for 12- to 19-year-old Students

Based on foreseen challenges of finding time within existing curricula to accommodate media literacy activity, CARIMAC recommended that the programme be approached as an extra curricula activity such as a "Youth Radio Club". At the end of the programme, students and teachers would be competent to:

- Understand the general skills, techniques and processes involved in establishing a radio station

- Create a radio programming mission statement
- Create radio content in keeping with the station's stated mission
- Produce programmes that demonstrate better appreciation for the effects of media on children
- Understand the broad principles of radio management, licensing and the role of Broadcasting Commission of Jamaica
- Operate a radio station that both serves the interest of education and meets the requirements of the broadcasting regulators

2. Draft Terms of Reference for the Media Mentors Initiative

This document provided a framework that was a vital complement to the media literacy training programme. It outlined the scope of work, activities, responsibilities and deliverables for media mentors – media entities and/or media practitioners/professionals acting independently of or associated with established media entities – to support the overall goal of helping Jamaican primary and high school students and teachers improve their media literacy skills.

3. Revised Scripts for Four 10-minute Videos

These were produced during of the pilot phase of the project to support the media literacy curricula for children in grades four to six. Four videos were reviewed and revisions to scripts presented with the view of using the videos to support the media literacy curricula for children in grades one to three as well.

Other Media Projects

The Institute's media literacy involvement also included the revision and customisation of a Communication Strategies training manual developed by the Inter-American Children's Institute (IIN) for a Latin American audience, as well as the development and delivery of a workshop and online course on communications strategies for promoting children's rights. This training was delivered between 2010 and 2011 to individuals in high-level positions who work with children. It was borne out of the "Protection and Promotion of the Rights of Children and Adolescents in the Inter-American System" project, which was jointly implemented by the Government of Jamaica (through the Child Development Agency), the IIN, a specialized organization of the OAS, and the Canadian International Development Agency. The aim of the project was to strengthen the capacity of national institutions to become familiar with and generate mechanisms for the defense and promotion of children's rights, as

well as to strengthen public policy, legislation and independent follow-up and monitoring systems, with regard to these rights. The main objectives of this project component were to develop training that would:

- improve local stakeholders' awareness on the Rights of the Child and the various laws in Jamaica that speak to these rights, inclusive of the Convention on the Rights of the Child.

- enhance local stakeholders understanding of the media in Jamaica

- provide a guide on how participants can actively put child rights into practice by effectively communicating the Rights of the Child through various media as well as ensuring that in communicating matters pertaining to children that their rights are respected, promoted and protected.

Conclusion

The above activities and programmes are by no means exhaustive of the current status of media and information literacy within the Caribbean. They are representative of ongoing initiatives at the University of the West Indies Mona and indicate ongoing collaboration among stakeholders in media and information literacy.

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Teaching Non-journalism Students News Writing

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Every year, the author teaches a journalism class, News Reporting and Writing, which is attended mostly by non-journalism students with an aim to cultivate media literacy for non-journalism students. In this paper, the author discusses his new journalism class, which urges journalism teachers to "be student-centered instead of teacher-centered", and to "be a coach instead of being a teacher." In his practice of journalism teaching, the author pioneers a caravan journalism class – teaching and learning on the road.

Introduction

Every year, the author teaches a journalism class which is attended mostly by non-journalism students. They are from the medicine school, mathematics school, computer department, law school, business school, history department and foreign languages department. The goal of this course is to go beyond the traditional and create an innovative journalism curriculum, with an aim to cultivate media literacy for non-journalism students. Why should journalists be trained from non-journalism students? Profound knowledge in journalism and communication theories and methodologies alone won't make a good journalist, but additional in-depth knowledge of history, language, literature, politics, economics and law can help achieve the goal. A good journalist needs to master a specialty in addition to the skill of telling a story. If journalists lack humanities and science education, they are not equipped with common sense to perceive the world in a reasonable way and they would fail to fulfill the public's right to know. According to the curricula of 800 journalism schools in China, students currently spend 95% of their time in crowded classrooms studying journalism history, foreign journalism theories, media management, TV production, advertising, culture studies, post-modernism studies, film arts, visual arts, digital media, reading of classic journalism works and communication research methods, etc. A Chinese journalism class can be little

than a factory, encouraging students and teachers to produce a large amount of "academic essays", rather than a training workshop teaching students to write a good story.

From "Teachers-Centered" to "Student-Centered"

Effective education should reflect the following: 1) A teaching environment that is open to new technology and knowledge; 2) Dissemination of knowledge mainly through cooperation between teachers and students; 3) Classroom teaching that reflects a positive relationship between teachers and students.

An effective teacher is a combination of a coach, a researcher, a curriculum developer, an education reformer and an education policy maker. A good journalism teacher needs skills, passion, enthusiasm, and a commitment to academics, which not all journalists possess. The current problem Chinese journalism teachers face comes from academic pressure; the pressure to publish articles in core publications, and the pressure to give speeches at academic conferences. Those pressures stop most Chinese journalism teachers from being focused on being an effective teacher and teaching worthwhile lessons in limited time.

The problem of today's teaching method is the broadcast module of teaching. Broadcast classroom teaching is also called script-based classroom: Teachers are imparting knowledge just by lecturing in front of the whole class without student's participation and active thinking on their own. Students just passively accept the theory from the professors. Broadcast classroom teaching cares less for student's feedback on results, and pays less attention to students' individual thoughts on learning and their ability to raise questions. Therefore, it limits students' ability to think independently and identify problems.

One can compare the results of the broadcast teaching model with what the writer Liang Xiaosheng wrote in his article "If I were a Horse": "Learning is like putting various shackles on them. We can rarely see them in the state of freedom. They are always doing things unwillingly. Their personal interest, expertise and creativity are almost deprived of. They used to be individuals with great potential, but now have become standard workhorses. "[1]

In order to change a dogmatic journalism teaching practice, the structure of the class on *News Reporting and Writing* is based on the following teaching concept: truly effective learning is neither just obtaining more information, concept or theory, nor only teaching students the ability to analyze problems. Real learning means students will be able to have new observations and take effective action. It means that during the study, student's cognition, thought, and action can have a real change. In short, the real learning needs participation of the student's heart, brain and body all at the same time. When this course

was designed, the professor/author made sure to distinguish the differences between information, knowledge and wisdom. Teachers should not take the students' brains as a hard disk for downloading information, but as a source of wisdom.

In this new journalism class, the students are the center. There are numerous learning methods used. The content and the process are gradually developed in the process of teaching. Teachers and students are exploring and discussing the issues together, with teachers constantly inspiring students to ask questions. The answers are open. Teachers' questions are designed to guide the students with the ultimate goal to develop students' ability to apply critical thinking to journalism. Classes in the university are designed for cultivating a learning spirit with brave questioning, finding open answers, and a depth of wisdom. Like the seminar, a correct answer today could be a wrong answer tomorrow. In journalism class, teachers can be questioned and challenged. This is a core skill of the media literate student: thinking critically. For example, in explaining "the elements of journalism," teachers ask students to define journalism. The only requirement is not to use the teacher's and textbook definition. Students are encouraged to use their own understanding and language. Then, the teacher will ask the students to write down a piece of news according to their definition. From the news they write, the teacher and students will discuss how to assess the news value and relative writing rules.

In a traditional class the teacher is transferring information and knowledge to students, only focusing on information, analysis, and academic discussion, not reality; only caring about theories, concepts, memorization and repetition. Student assessment is based on the exam, thesis, and memory. Students are regarded as helpless, sometimes even confused with passive acceptance of the information and knowledge.

This new journalism class places more emphasis on the theory connecting with the real world, pays close attention to the students' skills, actions, attitudes and emotions, and stresses the connection between theory and practice, application and real problems.

The basic philosophy of teaching reform in *News Reporting and Writing* is to change from the previous teacher-centered "broadcast" instructive class to a student-centered class in which the teacher acts as a facilitator and guide using conversation and encouraging critical thinking.

In this journalism class the teaching mode is interactive teaching. In the student-centered class the students' role has changed from one of passive acceptance to active playing; from painful and tedious learning process to a pleasant and interesting life experience. This process reforms the teacher's role as the teacher becomes a midwife of knowledge (Socrates).[2] In class, the teacher should ask himself/herself: "What should my students do today?" instead of "What should I do today?"

From "Tedious Classroom" to "the Battlefield of the Passion"

Western educators believe that writing is an invaluable skill in life, and it is a necessity for survival and competition. Learning begins with educators explaining to students what being a journalist means. A journalist is not the same as an author or scholar. He or she is an observer and recorder of details. In the *News Reporting and Writing* class, the brain is not the only thing being trained, the senses are also engaged to discover stories; keen eyes observe details, ears listen to the verbal language and various sounds. Through this training, the students will not learn how to play with words, or how to write tactical and theatrical sentences. They are not encouraged to use sumptuous, flashy words, or the prolix, wordy sentences. They learn more deeply what it means to be a journalist and the need to consider the weight of every word.

However, for a long time, students from China's School of Journalism reflected the common problem of a news reporting and writing class: doctrinarism. In these classes teachers are reading and students are writing; students complete assignments without questioning; there are very few writing assignments overall, no homework or in-class practice; teachers are judging students' papers based on the traditional mode of journalism. In this scenario, the news reporting and writing class is becoming a monotonous, depressed, and boring writing mode.

What are the requirements for teachers in the new class? Teachers need an open mind; they need enthusiasm to learn the new method and theory; they need courage to undertake education reform; they need to be honest, strong, and reliable; they need to have a strong sense of responsibility; they need to be respected by the students; they need to have good oral communication skills and the ability to listen to others. What are the requirements for students? They need to have an open mind as well, and be ready to be changed; they need to have a desire to learn; they need to have clear learning objectives; they need to have a mind full of doubt, curiosity, openness, especially for the new thinking; they need to have skills to really listen to the teacher and other students; they need to be willing to practice and to not be afraid of making mistakes, or to be laughed at by others.

Through asking, listening and talking, the teacher can convey to students the writing rules of journalism and judgment of news value. During the process of listening to students' reporting and interviewing, teachers, like milking the cow, will ask student questions, use powerful words to "milk" and encourage more good details and descriptions. Through this "conversation" teaching, the students can understand the elements of news and writing that the teacher considers the most important. Thus, the teacher's questions, comments and values will become a voice in their minds when students write news next time.

Before the conversation, the teacher should let the students do a self-assessment of their homework. Learning to listen carefully, the teacher will wait until

the students finish their own observations and perspectives, even when the students' highlights are different from what the teacher stressed. During the dialogue, the teacher will ask a few seemingly simple questions: Are you satisfied with your introduction, your coverage angle, your description and direct quotations?

In the class with conversation, the teacher will encourage students to give new definitions, new perspectives for news judgments, and not boring, monotonous routine writing. The goal of a journalism class should be: to stimulate enthusiasm and build self-confidence for learning journalism; to foster sensitivity for information; to bring students the desire, inspiration and freedom necessary for effective journalism writing; to train students to be a master of journalism writing; and at the same time, change the classroom into the laboratory of the reform of journalism and journalism education. The teacher should be like a missionary, stimulating students' enthusiasm for news writing and a career in journalism. As Professor Laurie Van Horn at the University of Colorado wrote in his textbook for the Missouri School of Journalism, *News Reporting and Writing,* this class is "to provide the students with a passion for journalism" [3]

From "Teacher" to "Coach"

Journalism is the combination of both practice and academic study, and needs constant practice. What is academic? An ancient Greek philosopher said that it is the wisdom of practice. What is the meeting point of practice and academics in journalism? Where is the meeting point of scientific research and practice? Is it in the classroom or outside of the classroom? They are not on the opposite side. Scientific research is empirical, sensible, measurable, observable, objective, systematic, accumulative and predictable (based on the idea that one can predict the future). Useful theory can successfully predict one phenomenon or an event. What are the academic elements in practice teaching? Can one combine academics, journalism and practice? (Especially when scientific research and news coverage are all research and fact-finding, rather than interpretation of the facts.)

What does practice teaching mean to students? Through practice teaching, students can find issues, ask questions, search for answers, solve problems, and predict the future. In practice teaching, team spirit is developed; interdependence and cooperation are nurtured, instead of competition and confrontation in the traditional ivory tower of liberal arts. In practice teaching, learning is a dynamic process. Practice teaching brings a new type of relationship between teachers and students; teachers and students know each other's names and pursue knowledge and learn from each other. Consider how this fits in the three classroom styles most frequently in place: 1) Traditional classroom lecture style

(students taking notes, teachers doing report) 2) seminar-style (students doing reports, teacher taking notes) and 3) cooperative (teachers and students or students work together to complete the task and project).

Through practice teaching, the journalism course sees each student as an individual with comprehensive development of thoughts, feelings, and behaviors. The new journalism course does not only teach students to learn the skills of story-finding, story-telling and story-writing; it is more like martial arts teaching, needing inputs from body, brain, heart and mental power. By acknowledging all areas affecting a student, the course can stimulate the outstanding quality of students. For example, one assignment takes students to Inner Mongolia Horqin Grassland during their holiday, making them review and explore human nature and the meaning of life. From this journey students can apply their academics to a real journalistic story.

The teaching mode is: Learn the war from the war.

The *News Reporting and Writing* class teaches a fast, clear and powerful writing style. By bringing students to the news site (i.e. conferences of Ministry of Foreign Affairs, etc.) or doing role plays in the classroom, the teacher makes the classroom into a News Department, with the teacher playing the role of editor and students playing the roles of journalists. They all work as professional journalists.

Through this practice, students learn journalism writing and reporting principles, skills and methods, including the following: reporting focus, reporting view, reporting framework, writing of introduction, direct introduction, site description, background explanations, manuscript length, and closing time, etc. They use the core media and information literacy skills of active inquiry and skills of expression.

Modules of news practice and exercise are: 1. Dialogue exercises; 2. Workshop; 3. Wagon-like class; 4. Case studies; 5. Scenario-simulation exercise; 6. On-site practice.

1) Dialogue Exercises

Through dialogue, the teacher can lead the students to extract the most touching scenes and essential parts out of what they have seen and heard from the interview. In order to involve everyone in the interactive class, a number of exercises are needed, such as:

- 1-minute dialogue (topic choosing)
- 2-minute dialogue (reporting view)
- 3-minute dialogue (writing analysis)

Example One of Questions for 1-minute Dialogues

- What happened?
- What is the news?
- What is the story?
- As a reader, what do you want to know the most?
- As a journalist, what do you want to tell the reader the most?

As a pair, two students ask each other these questions. Each question should be answered within one minute. Or the teacher can ask the students.

Example Two of Questions for 1-minute Dialogues

- How to write the news so that it can immediately attract readers?
- How to write the introduction so that it can let our readers easily understand the situation?
- How to make our introduction shorter and simpler?

As a pair, two students ask each other these questions. Each question should be answered within one minute. Or the teacher can ask the students.

Example of "Dialogue and Writing"

When teaching the "elements of journalism," the teacher can ask the students to define the "news" (which requires the students not refer to the teacher's and textbook definition, and use his or her own understanding and language to define). Then, the teacher and students will engage in a dialogue on its definition. If the students are dissatisfied with the final definition, the teacher can let the students define it by themselves, and write a piece of news according to the material provided by the teacher. Through their dialogue and the news-writing, the students will clearly understand the relationship between news value judgments and news writing.

Example of Three-minute Exercise to Modify Student's Work

Before the conversation, the teacher should let the students do a self-assessment of their homework. Let the students finish explaining their own observations and perspectives (especially when the students' highlights are different from what the teacher stressed). During the dialogue, the teacher will ask a few seemingly simple questions:

- Are you satisfied with your introduction?
- Are you satisfied with your coverage angle?
- Are you satisfied with your description?
- Are you satisfied with your direct introduction?

Without telling the students how to do it, the teacher will discuss these questions with the students. The same question is asked over and over again by the teacher, and the students have to answer from different perspectives and in different contexts. Key questions will be asked in a way as to gradually become the thinking mode for students. Thus, the teacher's question will become a voice in their head in their future journalist career.

These dialogues are motivation for students. They are raising questions, being asked questions, and then learning and practicing the art of interviewing and writing.

Dialogue Exercise Based on Case

- Compare the introduction of the news from Xinhua News Agency, Reuters, AFP and AP concerning an aircraft crash, and analyze which one is more powerful? Which is powerless? How to revise it?

Detailed below is an example of a single teaching schedule for the *News Reporting and Writing* class (3-Hours, 145 minutes)
1. News conference; 15 minutes
2. Students writing the news; 15 minutes
3. Reporting according to the different groups and then choose the one best report to share with the class; 20 minutes
4. Present the prepared typical news report from famous media, like People's Daily, CCTV news, the Washington Post, the Wall Street Journal, Sina.com, YouTube, and then compare with each other; 20 minutes
5. Teaching basic principles of news writing; 20 minutes
6. Case study of good news or bad news based on the previous principles; 10 minutes
7. Video playing; 5 minutes
8. Students describing a scene and a person; 15 minutes
9. Reporting according to the different groups, and choose the best one to report to the whole class; 20 minutes
10. Q&A, homework assignment; 5 minutes

2) Workshop

In a traditional classroom, the teaching content is usually instructive. However, in the new type of journalism class, students and teachers are like partners and colleagues who complete the news report together. In such a workshop, the teacher-student relationship is like editor and journalists, coach and disciples. In the workshop students will analyze their works with the teacher.

3) Caravan Journalism Class

Teaching methods of "Learning on the Road," and the so-called "wagon journalism class." are introduced. Through this training, students will learn to no longer pursue "gorgeous" language (just to write something beautiful), but to find true stories of life. They will interview people from the true stories, contact the real people, and learn from the real world. The students understand the core principles of journalism from working with these true stories. They learn that journalism is exciting, and can reach the creative potential of the individual.

4) Case Study

Using a case study is also known as "anchor-throwing teaching." The so-called "anchor" refers to the use of one situation-related question. For example, to explain the "balance" principle in the news report, the teacher selects the Iraq war as the anchor, and gives a detailed analysis of China and foreign media coverage.

Rather than using old cases from the textbook, use the latest emergencies as samples to enable students to operate as professional journalists, such as Sino-US air collision, 9.11 event, Afghanistan war, Nanjing poisoning case, or the Taiwan presidential election.

5) Scenario-based Simulation

Scenario-based simulation makes the classroom atmosphere comfortable, increases students' participation, mobilizes their enthusiasm, and engages them through experiencing real interviews. Methods for scenario-based simulation commonly used are: press conference simulation, interview clips simulation, knotty questions simulation, crisis simulation, emergency simulation, and all kinds of interviewer and interviewee role play.

6) On-site Teaching

Each semester, students are arranged in groups to imitate real journalists participating in various news conferences, such as the State Conference of Information Office of State Council, press conference of The Taiwan Affairs Office of the State Council and The Foreign Ministry news conference. Students apply the questions and techniques from simulation training into the real situation. This was evident when the students gave speeches at Tsinghua University.

In class, the main players should be the students, not the teacher. Instead of asking, "What am I going to do today," the teacher should ask: "What are my

students going to do today?" Through the workshop or the wagon-class, an educational atmosphere that is good for student-teacher communication can be built up. The aim is for the university students to be strategists, not narrow-minded. In the class, the students can reach their potential and show their creativity and confidence in a more open and free way.

Summary

China is at a crossroad in journalism education. Which direction shall be taken? Students have to know what kind of source is reliable and what is not. They must be taught what kind of news can help the public and how to think critically about information they receive from media products.

Further chances must be taken to reform journalism education in China. An informed public requires knowledgeable and responsible journalists. The description of this new course in *News Reporting and Writing* is one example of such reform.

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Notes

1 Liang Xiaosheng (2012) "If I Were a Horse"(Tang Wo Wei Ma), *Changchun Press*, Changchun, Jilin.

2 There is a famous dialogue as following in the Socrates heuristic dialogue method called midwifery:
   To help a young man wishing to be a politician to understand the issues of Justice and injustice, Socrates used heuristic method to have the following dialogue with this young man (Socrates asked and the young man answered):
   Q: which should hypocrisy be attributed to?
   A: it should be classified as Injustice class.
   Q: What about theft, deceit, slavery, etc?

A: injustice.

Q: what if a general punishes the enemies who violate their national interests by letting them being slaveries? Is it injustice?

A: No.

Q. what if he stole the enemy's property or cheated the enemy during the war?

A: of course, this is correct, but I am referring to deceiving your friends.

Socrates: OK. Let's talk about friends. As the troops had lost their morale, the general deceived his soldiers that reinforcements would come soon in order to encourage them to win. What do you think of this?

A: it should be justice.

Q: If a child was sick and refused to take medicine and his father cheated him saying medicine was not bitter, but very delicious, coaxed him to eat and cured him, which does it belong to?

A: It should belong to the class of justice.

Socrates was still unfulfilled and kept asking: a man was mad. His friend stole his knives and sharp instruments fearing that he killed himself. Is this kind of behavior justice?

A: Yes, it should also fall into this category.

Q: do you think friends cannot be deceived?

The young man answered: allow me to recall what I have just said.

From this lively dialogue, we can see the feature of Socrates heuristic method of teaching is: to seize the contradiction, to inspire the students, to analyze the question more and more thoroughly, and finally export a correct conclusion.

3   *News Reporting and Writing* (1999) Sixth Edition the Missouri Group, Bedford/St. Martin's.

Formative Possibilities of Cinema

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"Formative possibilities of cinema" spawns from the concept of two distinct uses of cinema and of education: one directed towards exposing the world, with the pedagogical purpose of recognizing and validating its representation, and the other focused on problematizing the world, taking into account what is pictured on the screen as well as what is presented as real. The goal is to explore the pedagogical possibilities of a cinema that questions the world and affirms what's real, even before an unpleasant reality.

Introduction

Chilean filmmaker Raúl Ruiz (2000, p. 86) proposes an interesting challenge by imagining what it would be like in the early days of cinema to conceive a film about going around the world in eighty days. The Lumière brothers would take the camera and travel around the world shooting the trip, while Georges Méliès would run to his studio to recreate the world in stage sets. Historically, two paths could be traced as distinct cinema proposals: for example, realism and illusion; other dichotomies, however, can also be drawn, such as criticism and entertainment, art and industry, thought and delight, so forth and so on, in an exercise as rich as these divisions' arbitrariness – since nothing effectively allows us to reduce cinematography's multiple applications and possibilities to any dichotomous pairing.

Nevertheless, this article intends (even if briefly) to insist on two distinct applications of cinematography in strict relation to human education – without, however, reducing cinema to a pedagogical function. Such applications would then result in a kind of cinema that proposes a *naturalized* worldview as opposed to one aiming at its *problematization*. This may seem like just another simplistic reduction and it would be, in fact, if our goal was to account for cinema itself; but there's a different intention here: to draw on this exercise, on this suggestion or presupposition as a possible heuristic to understand cinema's instructive potential. Hence, after making use of this argumentative scaffold, we must get rid of it, restoring cinema to its characteristic multiplicity, same as with all art.

The same resort may be applied with respect to education, insofar as the existence of two pedagogical intentions: one targeted at *exposing* the world – more specifically, a world we want to recognize – and the other directed towards its *problematization*, or to the questioning of the presented world.

To put this philosophically, on the one hand there is the belief in a guiding principle for existence, and on the other, there is distrust, not only of this or that principle, but also of the very existence of principles themselves. Thus, religious education will elect God as the principle, that is, he is the factor outside existence that becomes existence's creator as well as its judge. Being responsible for the game of existence, rules are attributed to him, many of which were historically revealed, while others are or may be deduced – and everything that does not come as a rule remains a mystery. Scientific education, on the other hand, believes in another principle, attested by the verifiability of its methods, which can be broadly and somewhat misrepresented with words like nature, or *physics*, or even some kind of force that, preceding existence, would act for its inception and remain in continuous renovation. These are commonly known as "laws of nature", i.e., the idea that the reality of things is operated by foreign and determinant forces. Nature would then be the principle that makes the trees grow, the clouds form and the species evolve. Educating for science means knowing and accepting the conditions for a particular data to be accepted as valid because it was *scientifically* proven. Anything that is not filtered through the scientific sieve is considered either fake or a minor kind of knowledge (empirical, practical, superstitious, common sense, etc.).

Electing an organizing principle of what's real creates the illusion that there is a truth, a principle, a reality, a fact, that is, an *absolute* that would serve as reference for the world, in which language would be used to represent it. Hence, we establish a gap between what's said, what is thought, what's created and the "actual", "real" world. Reality is fabricated as a truth that then functions as a principle that serves as parameter for evaluating language diversity and its formulations.

Thus, beyond a mere *pedagogy*, there are pedagogical *uses* of materials and distinct discourses aiming at limiting language to the expression of a single reality, a single truth, a single world. In the case of cinema – which has no pedagogical or educational purpose *a priori* (save for rare and disposable exceptions), there is a pedagogical use that consists in taking it as a discourse or representation of reality. Through this strategy, films and film excerpts are utilized as displays of the knowledge we intend to communicate. In this sense, the notion that everything that aids in communication becomes *didactic*; the transmission of a certain chunk of knowledge previously considered true because it is true, that is, because it is thus stated by science, ideology or the dominant scholastic discourse.

Going back to the initial issue, we can state quite broadly that there are two manners of conceiving reality, or existence or the world: one that intends to

naturalize it, that is, to affirm a principle, a truth, a somewhat stable collection of knowledge, beliefs, values and judgment methods; and another one that *problematizes* any naturalistic, homogeneous or dogmatic conception, choosing instead chance over principle, the empty over of the absolute, the multiplicity of interpretations rather than a *single version*.

In other words, there are two conflicting forces in place: one that seeks to stabilize the world and another that admits its instability; one that believes in progress and one that disbelieves in history; one that accounts for humanity's great achievements, even if through much sacrifice, and one that scorns human greatness for its inability to affirm values; one that elects reason as the means to access the truth and one that suspects reason due to its inability to accept its own limits; one that manufactures utopias and another that affirms existence's roughness; finally, one that embraces the world quite naturally and another that constantly finds it strange.

These two forces, these two ways of conceiving the world could be applied to philosophy and it wouldn't be difficult to map out the *naturalist* and *artificialist* philosophers (Almeida, 2012). We could even approach this as two aesthetics, two ethics or two mythologies, because the core issues at stake are the presuppositions, explicit or not, that guide our ways of living, thinking and acting, our worldviews, our existential perspectives. For the present discussion, we will focus on how these two perspectives arise in works of cinema and the pedagogical uses of cinema, seeking an understanding of their instructive aspects.

Screen, Window and Mirror

To transform cinema into entertainment, hobby or distraction is akin to numbing the viewers, pulling them out of their daily routine without necessarily instigating reflection or thought, not allowing them to question the life they endure. That's because it both ideologically and aesthetically condones the reinforcement of conventions, recognizing the presented landscape as reality itself.

We could enlist many examples in this sense, but it suffices to mention Hollywood adventure films, which have their heroic lexicon widely disseminated. Good and evil, hero and villain are easily recognizable, as well as the motivation to fight, the apotheotic ending with the great battle followed by the reward, which is most often the arms of a woman. More than a cliché, it's a whole genre. And what purpose do genres films serve if not to segment their audiences?

My interest is not to criticize, condemn or degrade the so-called commercial, entertainment or mass culture cinema, but to point out that there are many interests at play in the exploitation of cinema as a consumer product; among them, the obstruction or annihilation of its formative role. As a distraction

or pastime, cinema becomes a kind of *break*, a *vacation*, an activity of *rest* in between *serious, important* or *significant* activities. Its thought-inducing potential is thus subtracted, as well as the possibility of thinking against itself. Once transformed into an *illusion,* as though its function was to apprehend or represent reality – a flawed representation in any case, whether cinema, photography, literature, science or philosophy – its questioning, destabilizing, challenging exercise becomes void.

Philosophers must then take the word in defense of cinema:

> *The great film authors seem comparable – not only to painters, architects, musicians, but also to thinkers. They think with movement-images and time-images rather than concepts. The overwhelming proportion of nullity in cinematographic production does not constitute an objection: it is no worse than in other areas, but it has incomparable economic and industrial consequences. The great cinema authors are then simply more vulnerable, it is infinitely easier to prevent them from realizing their work.*

> (Deleuze, 1985, p. 8)

Deleuze (1985, 1990) devotes two of his works to the defense of cinema as thought, working with the concepts of movement-image and time-image. By means of sequencing shots, classic cinema editing would be responsible for creating a sense of movement or movement-image. By means of another *modus operandi*, modern cinema breaks with temporal linearity, exposing the manipulation of time, begetting time-image.

Under this perspective, cinema becomes conscious of operating movement-images and time-images. It is thus able to think about and against itself, aware that it does not *represent* the world, but *proposes* a world, as if it was exposing, beyond its images, its own language, or, in other words, the conditions for its existence.

How can we forget Alfred Hitchcock's *Rear Window*? After traveling through the yard that serves as the set, the camera comes in through James Stewart's window, shows the sweat drop on his forehead, his pajamas, his leg in a cast, a photo camera, car photos, and magazines piles; that is, the entire situation is visually displayed. We know that it's morning; it's hot, and that the photographer is immobilized due to a car accident. The film teases us with the maybe morally objectionable idea – if we believe in the discussions put on screen – that when we watch a movie, we are as voyeuristic, curious or nosy as the protagonist, who insists on giving meaning to the scenes he enjoys from his window. What does he know about the lonely neighbor lady? How can he judge the dancer based only on the images he sees through the window? How can he infer, without witnessing, and only through thought signs, that the husband murdered his wife? We comply with his view, even if we doubt his theories, in a clear metaphor that cinema is like a window, as long as we do not rush to believe

that what it shows is real, and thus, the truth. What we see through the window is not facts, but interpretations, possibilities, hypotheses. We are continuously adding our personal repertoire to these images. This is the dynamics of imagination: images always say very little, it is us who complete their imperfections, their gaps and lack of clarity, despite all their sharpness.

Another example of this awareness that cinema has, or seems to have, of its power of dialogue between vigilance and dream, fact and version, reality and illusion, what happened and what could have happened, shows up in Eizo Sugawa's *Rare Floating Dreams* (1980). The film is somewhat unknown and the filmmaker is underappreciated even in Japan, which complicates its distribution (it was never released in digital format), but it has a unique richness. It is for this reason that I paraphrase the film before commenting on it.

Shuji, a middle-aged man, is in a hospital with an immobilized leg after an accident and, due to the scarcity of beds, he's forced to share a room with a woman patient named Mutsuko. Separated by a fabric screen, both immobilized, they engage in a nocturnal conversation about poetry. She teases Shuji's imagination. He accepts the game and goes on to describe how the love between them would be in a highly erotic atmosphere. At the height of the dialogue, the camera travels towards the window (another screen) where we see the snow flapping on the glass, in a metaphorical allusion to the couple's relationship.

The next morning, the fabric screen is removed for a brief moment; enough for Shuji to realize that Mutsuko is an old woman. A few months after, Shuji is working in his company's employee rehabilitation office when Mutsuko calls and schedules a meeting. We see her coming out of the subway, behind a glass shield (another screen) that reflects his image over hers and she looks like she is forty years old. We then learn that she is sixty-seven and that after ten days of a deep slumber, she began to rejuvenate. They go to a hotel to realize the love they once imagined. The camera leaves the couple and settles on the hotel's window (again, the screen). We simultaneously watch the outside and inside images: the sex scene reflected on the glass with the sky in the background.

Months later, Mutsuko returns even younger; Shuji considers leaving his work, his family (wife and son), to live with her. This time she appears at dusk, in the rain. She is wet and Shuji sees her through a glass door (always the screen). The light inside reflects his image on the glass. Before opening the door, he turns off the light in order to better see her, in a possible reference to the darkness of the movie theater, which is needed for the clarity of the projected images. In a beautiful sequence, she is about to give herself to him as if it is the first time. She feels like a virgin and tells him that her body controls her emotions. Her sixty-seven years of experience are worthless, her body makes her feel like a girl with emotions overcoming reason.

After another time shift, Shuji finds a rebellious and fickle teenager Mutsuko wearing a short skirt, acting impulsively and carrying a gun, although she's

fully aware of her situation and her love. Shuji is reported to the police for pedophilia. We find out that the complainant, a middle-aged man, is Mutsuko's son who's looking for her to resolve inheritance issues. Obviously, he doesn't recognize his mother in that adolescent body, even if he intuitively guesses she has something to do with the case. The fact is that the contrast is evident: despite being her son, he looks old enough to be her father.

Shuji is arrested and brought to trial for the crime of pedophilia, bringing scandal to his family; a family that does not understand him. The ending comes with Matsuko's last appearance, looking like a six or seven year old child, but with the lucidity and reasoning of her actual sixty-seven years of age. Shuji asks her how she buys her clothes by herself. She replies that she bought them while she was a teenager and asks him if they can take a bath together. After the conversation between an adult man and a little girl in the bathtub, the last scene shows Shuji walking along a sidewalk with Mutsuko on his lap. They say goodbye, she insists that it's necessary to do so, and leaves him, alone in the crowd. The camera and Shuji get stuck, as we see her further and further in the distance, losing herself in the crowd, in the same way we lose the memory of our dreams in the flow of being awake.

Mutsuko is like a cinematic image, always appearing by means of (through) a screen, but in the movie the screen is torn and she fulfills Shuji's desires. In a certain way, cinema works like floating dreams. Images hover on the screen and for a while that world is real-like, even if we must say goodbye to those images afterwards, like Shuji did to Mutsuko. However, we are not near the end, but the beginning. The film's ending is like a return to ourselves; to our dreams, our beginnings, hence the strong image of the child for whom all possibilities are open. Cinema, like dreams and desires, renovates us; not in an optimistic sense, as if we could be young again, but in the sense of putting us in touch with our most intimate obsessions, our fears and anguishes, our unspoken or even rare desires.

For French philosopher Clément Rosset (2010, p. 14), a film is like a long dream while the dream is like a "micro-film"; both have a script, picture, director and producer, but while cinema interests a certain audience, the dream is only of interest to the dreamer. *Rare Floating Dreams* doesn't try at any point to convince us that Mutsuko is real. Therefore, at no point does it suggest it may be a dream, hallucination or deviation, nor does it appeal to a pseudoscientific explanation. We immediately accept the dual reality of the image (Aumont, 1993). We know it's a surface, a mere projection, but we simultaneously accept what it displays. We know it's the Mutsuko image and not Mutsuko herself we're seeing. We believe in her rejuvenation, not because it is *rationally* possible, but due to cinema's proximity to reality which always offers *another* reality, or even another *scene* of reality (Rosset, 2010, p. 56). Thus, we believe in Mutsuko's rejuvenation because Shuji believes in it, because we see her rejuve-

nated, because it's possible to *believe* in the projected image, since we know it's an image and not reality, or rather, it is "just an image and not a just image", to remember Godard (quoted by Rosset, 1985).

We must finally highlight, in regards to this film, that Mutsuko's apparition always appears intercepted by a *surface, a* screen, or a *glass.* Initially, it is the cloth screen that separates the hospital beds. Aren't we also separated from cinematographic reality exactly by the screen on which the film is projected? Haven't we the impression that we can jump into the screen, or rather, that the character will jump out into our reality as the main character does in Woody Allen's *The Purple Rose of Cairo* (1985)? In this sense, doesn't the recent growth of three-dimensional technology, or 3D, explore precisely the phenomenon of the picture jumping out of the screen, beyond the more realistic illusion of depth?

Back to the film in scrutiny. Mutsuko is shown at least three other times behind a glass or projected over the surface of a transparent glass, as if we were constantly being warned that it is an image, or the projection of an image, or a reflex (perhaps a reflection) of an image. Would it be the same if we were dreaming? Yes, as long as if during the dream we'd be conscious that it's a dream - a thesis proposed by Michel Gondry's *The Science of Sleep* (2006). He transfers the protagonist's undefined zone to *our* reality, so that during the film we too forget what is a dream and what is reality, although we never forget that it's just a movie.

In *Rare Floating Dreams*, Mutsuko also appears intercepted by a camera screen as a frozen image that can be reviewed, as an evocation of an occurred reality that's forever lost because it's attached to a past that cannot be relived like the present, but remembered as image or through an image.

Another memorable scene is when Shuji comes home arguing with his wife. We observe them approaching, until the woman throws a shoe towards the camera, i.e. in our direction, but the shoe hits the mirror and shatters it. The broken mirror and the couple's fragmented reflection coincides with the moment when we discover that the picture was not *real,* but a mirror reflection. Hence, if the film screen can be as transparent as glass, that is, a window that opens up to another landscape, it can also be as opaque as a mirror in which we see ourselves reflected (or projected), albeit with the serenity of knowing ourselves to be safe, comfortably seating on our seats. That's what Clément Rosset (2010, p. 26) argues when he claims that we are carefree *voyeurs* in cinema (while in the real world the *voyeur* is always concerned): we watch everything without ever getting caught.

These examples support the previous statement, at the beginning of this section, that cinema is self-conscious of being an art, a language and a possibility. This is important in order to understand the formative character of the cinema, and how it can build a formative itinerary.

Formative Itineraries

Any process of comprehension is an exercise in translation (Steiner, 2005). Thus, "reading and interpretation are ultimately a 'translation' that gives life, that lends life to the cold, dead work piece. Through 'translation', my own language becomes one with the creator's" (Durand, 1998, p. 252). This applies both to written text and film.

Therefore, the viewer's relationship with the film may even be a pastime, entertaining or fun, but the cinematic possibilities will never be reduced to the evasion of reality. This same *distancing* from what's real is a necessary step to understand cinema, especially if that is the interest of those who *use* cinema not only to *think it*, but to think about the world through it.

Deleuze (1990) expresses the same point when he says that the cinematic view transforms the real into the imaginary at the same time it becomes real to give us back reality. A similar idea was developed by Clément Rosset (1985) who comprehends cinema's impossibility of *fixating, or apprehending* reality. Though it can project views about reality, cinema actually makes up its own reality, *another reality*, that is not too distant from ours, but one which dialogues with it, in order to question, destabilize, problematize, denaturalize or make it less *serious*, less important, less heavy.

Not every film, just as not every viewer, fits into this scheme, but universality isn't required here; it is more interesting to think of the issue of its *formative possibilities*. There's not a just a single, unique, formative itinerary in cinema, as, for example, there is with the scholastic, almost uniformly promoted everywhere in the world, so that even the educational evaluations tend to get *globalized*. Man's social homogenization does not matter here, but rather his anthropological *difference*, i.e. the possibilities of ways to exist in the world (Santos Ferreira & Almeida, 2011).

We then return to the initial question of a division, both of film and pedagogy, in relation to their possibilities. In cinema and the formative itineraries, interpretative and assimilative processes that permeate the long road to human (self) formation (Ferreira-Santos & Almeida, 2012, p. 142-145), provide the possibility of escaping from the pre-established discourses about the *meaning* of the world, of reality, mankind, life, sexuality, ethics etc. If there is a cinema that presents the projected world as equivalent to the real world, there is on the other hand a cinema that is only a possible scene of what's real, another reality, or another scene of this same reality. The same options take place with the pedagogy, which oscillates between the attempt to restrict its teachings to a *unique* version (the supposedly true version) and the refusal to admit that any language can account for the reality to which it refers, opting instead for *possible interpretations*, by the continuous distrust of all discourses, including cinematic ones, ranging between opacity and transparency (Xavier, 2005).

In this sense, Rosset (1985) differentiates between cinema that seeks an exact image of what's real and cinema that is satisfied with just one more picture of what's real. The former believes in the possibility of cinematically apprehending reality, although it can only present preconceived discourses about reality (representation); in this case, an image would be equivalent to a pre-supposed meaning of what's real, an interpretation, a discourse about reality (p. 57). When cinema shows just an image, this image does not wish itself totality, but to be one more image, a possible proposition of the world (and not the representation of the possible world), that is, a cinema that knows that it's no more than images. This kind of cinema doesn't aim to represent reality, but finds its reality in the fragmentation and reordering of the images of reality. The reality projected on the screen will only become real insofar as the viewer accepts the fruition game, that is, he/she admits that it's just an image, but that it can be viewed *as it was* real. Thus, the more he/she dilutes him/herself in the film's reality, the more distant he/she is from reality itself. And it is this detachment, this *experience,* this *passage* onto another reality that allows for a gain in the return to the actual reality. The lights come on, the credits roll, and we can reflect about what we have just seen (search for an intellectual benefit from the filmic experience), we can reflect about how we feel in relation to the movie (search for a psychological benefit), or we can simply try to forget what we saw (as we forget a dream when waking up) and go back to quotidian activities. In any of this reactions, we leave the movie different from when we came in. We're more or less happy, bored, thoughtful, troubled, and finally, we leave with the need to place ourselves again in the world. This exercise of constantly placing ourselves in the world because a movie has disoriented or displaced us is what constitutes the formative character of cinema. The equation between the sum of these moments, the subtraction of many others, multiplied by the discourses that cross us, will result in our (self) formative itineraries.

Let us not forget the symbolic forms to which Cassirer refers (1994, p. 234): "Like all other symbolic forms (philosophy, science, religion), art is not a mere reproduction of a given, ready reality. It's one of the means that leads to an objective view of things and human life. Not an imitation but a discovery of reality."

Therefore, by discussing our view of the world, the others and ourselves, cinema - especially when understood in its formative facet, which is one among possible others - provides a pedagogical effect that the pedagogy of explanation or communication and transmission of knowledge does not accomplish: that of placing ourselves simultaneously before and distant to a given reality. We enjoy and suffer not what life delivers us, but what is projected on the screen. We participate without commitment in other lives and realities. Just like in flight simulators, where pilots learn their craft without crashing real airplanes, the cinema also teaches us ways of living, though we do not actually have to put all of those ways of living into practice.

To conclude, for many people cinema probably does not rise to the level of thoughtfulness detailed above nor can it reach that far, since its seduction may be alienating, its interests may be reduced to business, its themes may succumb to morally degrading appeals and its influence can be as malignant as that of the novellesque literature of Don Quixote and Madame Bovary. In other words, that cinema is more dangerous than educational. But perhaps this interpretation does not apply only to films; perhaps it extends to reality as a whole. And then, if it is indeed so, we will have to make a final division of pedagogy: those that have as their aim to affirm what's real, even in its unpleasantness, and those that are satisfied with the fantasy of a better world, even if it means paying the price of delusion.

Such mingling of displacement and depth of exposure to new realities enables the development of skills such as analysis, evaluation and reasoning – especially towards media – which are among the core competences of media and information literacy.

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Building MILID from the Local to the National

Media and Information Literacy at Queensland University of Technology and in Australia

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Media and Information Literacy is the focus of several teaching and research projects at Queensland University of Technology and there is particular emphasis placed on digital technologies and how they are used for communication, information use and learning in formal contexts such as schools. Research projects are currently taking place in several locations where investigators are collecting data on approaches to the use of digital media tools like cameras and editing systems, tablet computers and video games. This complements QUT's teacher preparation courses, including preparation to implement UNESCO's Online Course in Media and Information Literacy and Intercultural Dialogue in 2013. This work takes place in the context of projects occurring at the National level in Australia that continue to promote Media and Information Literacy.

Introduction

Media and Information Literacy continues to be a key focus of lecturers and researchers at Queensland University of Technology, particularly with the Children and Youth Research Centre (CYRC) and within the Master of Education (Teacher Librarianship). The key objectives of this work are to:

- Investigate the possibilities for Media and Information Literacy education in school and after-school contexts.

- Provide pre-service and in-service opportunities for educators to develop knowledge and understanding of MIL.

- Create partnerships with other researchers, industry, government and the non-profit sector to identify ways to work together to advance the provision of MIL in Australian schools.

The article begins by outlining four funded research projects: 1) The 'iPads' project, which during 2013 will investigate the possibilities for tablet computers in community kindergartens; 2) An after school Media Club which is part of a larger nationally-funded grant; 3) The 'Serious Play' video games in the classroom project; and 4) The 'Crossing Boundaries with Reading' project. This is followed by a discussion of some key MIL teaching activities at QUT. Finally, the article provides a discussion of broader MIL activity in Australia.

Project 1: Digital Media and Literacy Education in Low Socioeconomic Status Community Kindergartens

Researchers at QUT's Children and Youth Research Centre received funding to undertake a small-scale research project during 2013. The project aims to identify how iPads or similar tablet computers can be used to assist three- and four-year-old children in low socioeconomic status communities to develop both technology and literacy skills through multimedia production. Research shows that children in low-SES communities risk falling behind in access to and use of digital technologies and in literacy development (Warschauer & Matuchniak, 2009). This project will identify how to maximise the educational potential of iPads in the community kindergarten context for children, educators and parents to provide children with the best possible start to prepare for primary school. Support will be provided to children, teachers and parents/caregivers to learn how to use iPads for educational purposes. The expertise brought to the project by the research team will directly benefit each of the communities involved in the project.

The project will provide learning support for children, teachers and parents/caregivers. Children will take part in innovative curriculum experiences developed using the Australian Federal Government's strategic education document, The Early Years of Learning Framework (2009), enhanced by the introduction of digital technologies. Teachers will take part in professional development and will assist with the development of a model for the use of iPads in the kindergarten classroom. Reflective practice will be central to the project because teachers will be involved in both the development and evaluation of the learning experiences included in the project. Parents/caregivers will have the opportunity to attend information/training workshops that will demonstrate how they can use iPads to read to their children and assist their children to communicate their ideas in playful and productive ways. Parents will also have the opoprtunity to take an iPad home for up to a week to use with their children. A key goal of the project is to explore ways that adults and young children can learn to use new technologies together.

The project will undertake three cycles of innovation and evaluation before the dissemination of a model of best practice for wider implementation. In-

novation will occur through the design of digital media learning experiences for three and four-year-old children. Evaluation will occur through observation of learning, interviews with teachers and parents/caregivers, and analysis of student work. Based on the evaluation, changes to the curriculum approach will occur and a new cycle of implementation and evaluation will take place. Three iterations of this process will lead to recommendations and a model for the implementation of iPads for digital media production in pre-school spaces.

Project 2: The UR Learning Project: After School Media Club

QUT researchers have been involved in a large four-year research project called *URLearning,* which is taking place in a school on the southern outskirts of Brisbane, a major Australian city, from 2009 to 2013. Twelve percent of the total school population identify as Aboriginal or Torres Strait Islander and 14% are from backgrounds where languages other than English are spoken in the home. The school has been identified by the Australian Federal Government as having low levels of achievement as measured by the National Assessment Program in Literacy and Numeracy (NAPLAN). The project aims to investigate the potential for *digital learning* to improve literacy performance in a low socio-economic and culturally diverse school.

A key initiative of the *URLearning* project has been the introduction of an after school media club. The 'Media Club' meets in the school computer room or library for two hours most Thursday afternoons of the school year. All students in Years 4-7 are eligible for the club provided they are willing to commit to participation for a term at a time. Depending on the hardware requirements of the term program, between 15 and 18 students are accepted. While there is turnover of participants each term, some students have returned again and again – or been disappointed when there are no spaces available.

Each term, the students learn how to use some new tools (for instance podcast production using iPads) and some new ways of communicating (such as the live interview genre) and then they play, experiment and problem solve to communicate to an audience. The students are provided with guidance and feedback and timelines for completion of phases of the production. On the whole, however, they work at their own pace and are free to learn through trial and error and through exploration of the technology.

The club focuses on a different type of media production every term and culminates in a showcase activity.

• Term 2, 2010 – Filmmaking for the 'Dream a Better World' competition

• Term 3, 2010 – Lego Robotics

• Term 4, 2010 – Music production on Garageband

- Term 1, 2011 – Stop-motion animation
- Term 2, 2011 – Music production on Garageband
- Term 3, 2011 – Media Remix (photography, filmmaking and webpage building)
- Term 4, 2011 – Comic creating
- Term 1, 2012 – Filmmaking
- Term 2, 2012 – Digital Publishing (eBooks, posters, photography, filmmaking)
- Term 3, 2012 – Podcasting
- Term 4, 2012 – Video games using Scratch

A key goal of the Media Club is to allow students to develop new skills and knowledge about media communication across a range of new media forms. The concept of digital participation is important in an era in which digital technologies are becoming central to participation in society in general (Dezuanni, 2010; Jenkins, 2006). From this perspective, digital literacy means being able use digital technologies in a range of ways to communicate and engage with concepts. The Media Club aims to develop a positive disposition to digital technologies and flexibility in their use, but also to help students understand the limits of technology and the importance of learning how to structure various types of stories for different types of audiences. Students speak of the pleasure of spending time with friends at the Media Club – some are friends outside the club but some only come together at the Media Club. With respect to learning, students mention the opportunities the Media Club provides for access to new technology and for learning skills. They speak of acquiring skills that are useful in their everyday digital lives and often aspire to futures in digital media production. For example, in interviews several of the students have mentioned that attending the Media Club has inspired them to want to become filmmakers, games designers or journalists.

Project 3: Serious Play – Video Games in the Classroom

Researchers from three Australian Universities - Griffith University, QUT and Deakin University - are undertaking a three-year Australian Research Council Linkage Grant study from 2012 to2014 on the role of video games in Queensland and Victorian schools. Data collection began during 2012 in ten schools across the two states in both primary and secondary schools. The research team works alongside classroom teachers to develop, implement and reflect on curriculum experiences involving video games. Each school is free to use games in whatever way is appropriate, in any area of the curriculum. During the first year of the project, one school developed a project for year five

students based on the digital narrative 'Inanimate Alice', in which the students were required to work in teams to design a concept for their own game. In another school, the popular online game Minecraft was installed in one of the school's computer rooms and year five students began to develop an online society to reflect on the ethical and moral consequences of particular choices. For instance, if their world had no rules, did that lead to social chaos because players were free to behave in any way they liked, regardless of the consequences for other players?

The project team recognises that young Australian's social and cultural experiences are increasingly digital. This project offers leadership to schools seeking to use and create games to improve student outcomes across subject areas, and will generate new knowledge about how students and teachers approach digital games and the kinds of literacy, learning and pedagogy each entails.

Digital games have an enormous impact on the lives of children but their potential to improve learning in schools has not yet been realised. This project focuses on literacy, learning and teaching in the digital age in the games-based classroom. It investigates how learners and teachers approach games, how games foster new literacies, and what happens with curriculum, pedagogy and assessment when digital games are introduced into a school to support teaching and learning. Exploring the relationship between student learning and digital games, this project addresses the need for schools to connect with the globalised digital world, and prepare students to be critical, confident and creative users of twenty-first century communicative forms.

This project focuses on teachers and learners, and on literacy, learning and teaching with digital games in Australian classrooms. It investigates what happens to literacy and learning, curriculum, pedagogy and assessment when digital games are introduced into the school. It explores ways in which young people's out of school experience of games and games-based learning can be used to support literacy, creativity and disciplinary learning through the use of both commercial and 'educational' (serious) games; and how this learning is best assessed.

Specifically, it considers:

- The ways in which students with widely different preferences and experience of games and digital culture approach digital games-based teaching in the classroom.

- The ways in which the experience of play changes in classroom contexts.

- The ways teachers can work with games most effectively, and the kinds of pedagogical practices and approaches that best capitalise on the capacities of games to teach.

- The opportunities games provide for creativity, production and innovation

- Digital literacies and the ways in which learning through games challenges and extends multimodal literacy learning

- An assessment framework which can identify and support the multimodal literacies and e-learning capabilities made possible through the use, analysis and creation of digital games.

More information about the project can be found online: https://sites.google.com/a/zagami.info/seriousplay/project

Project 4: Crossing Boundaries with Reading

The *Crossing Boundaries* with Reading project was funded by a QUT Engagement Innovation Grant, which aims to celebrate Australia's National Year of Reading. It has provided a program of activities that promote reading, creative expression, and digital literacy among Year 8 and 9 high school students in a less privileged area of Brisbane.

From August to December 2012, the project involved QUT educators, students and librarians, in partnership with Marsden State High School students, teacher-librarian and teachers, Logan City Council Libraries, and the School Library Association of Queensland. Drawing on the popularity of digital technologies and Manga in youth culture, the project enabled students to *cross boundaries with reading* in various ways which were designed to engage their interest and learning. *Boundaries* were understood as spaces of opportunity rather than limitation. So the students were:

- crossing technological boundaries by learning tools and techniques for digital storytelling and reading

- crossing cultural boundaries by exploring Manga and other storytelling traditions, extending their reading horizons

- crossing personal boundaries through developing new understandings about their community, their capabilities and their opportunities, through reading and digital storytelling

On the launch day, 70 students participated in a Manga drawing workshop led by Manga artist David Lovegrove. The students' comments on David's website (http://davidlovegrove.com) are testament to the learning and fun they experienced.

Later in the year, Marsden students crossed educational boundaries at an on-campus day at QUT Kelvin Grove. They participated in design and technology workshops presented by academics from across the university; interacted with QUT student mentors from Education and Library and Information Science courses; had some hands-on practice in the Library games lab; and experienced

lunch in the student canteen. Rounding off the program, there was a three-day workshop at Marsden State High School Library; featuring National Year of Reading ambassador and youth author Tristan Bancks. The closing celebration at Marsden public library for students, their families and the community showcased the Manga artwork and stories that students created through the program.

The project also offered an opportunity for Marsden SHS teachers to extend their professional learning boundaries through workshops on social media, digital storytelling and youth texts. The project web site presents professional development materials, along with students' digital stories.

This innovative approach to promoting reading and digital literacy offers a transferable model for other school communities. Further information and photos, can be found at this website: http://cbwr.edu.au/

Project 5: MIL and Intercultural Dialogue for Teachers – Online Course

QUT's Faculty of Education is working with UNESCO to manage the development and implementation of an online professional development course about Media and Information Literacy and the Freedom of Expression Toolkit to be offered to teachers internationally in 2013.
Key aspects of the project are:

- The professional development course (PD) is adapted from UNESCO's Media and Information Literacy (MIL) curriculum and the Freedom of Expression Toolkit.

- The PD is available to selected participants online through Queensland University of Technology's online learning system – with a dedicated course site.

- The PD consists of information modules, resources, interactivity through forums, chat, wikis and live online teaching that will take place over a period up to 13 weeks in duration.

- The PD is developed around separate modules that include coursework material and assessment.

- Participants are able to complete the program at Basic (40 hours), Intermediary (80 hours) or Advanced levels (120 hours).

- Participants will receive a certificate of completion

- Participants who successfully complete the advanced level of the course may be eligible to receive advanced standing towards a *Master of Education or Graduate Certificate in Education* at QUT.

The course will be presented via QUT Blackboard which is a web-based Learning Management System that allows users to access online learning materials for the courses they are studying.

Courses are organised as "Units". Every participant enrolled in a "Unit" can access:

- Course Announcements
- Learning materials including readings, video streams, audio streams, PDF files and Internet links. There is also a facility to allow users to enter a "live" session in Blackboard "collaborate" (see below).
- Assessment materials
- Forum discussions.
- Links to social media functions, including Facebook and Twitter.

A feature of QUT Blackboard is "Collaborate"; a live web-conferencing and virtual classroom platform that offers benefits for staff and participants who need or prefer real-time virtual collaboration. The main features include two-way audio, multipoint video, interactive whiteboard, application sharing, web tour and session recording.

The course will be offered free of charge for all participants. In its initial trial run, a maximum of 50 participants will be enrolled. It is intended that students will represent diversity in terms of geographical location, gender and cultural backgrounds.

Publicity for the course will be undertaken by QUT in conjunction with UNESCO and the UNESCO-UNAOC MILID UNITWIN network. Publicity will primarily be via email through the distribution of an electronic flyer.

Beyond QUT – Media and Information Literacy initiatives in Australia

The Australian Curriculum: Media Arts

The Australian Curriculum, Assessment and Reporting Authority (ACARA) has recognised media education as an entitlement for all Australian children through policies associated with the *Australian Curriculum*, particularly the Arts curriculum. Media Arts is to become mandated learning for every Australian child from preschool to year six and the main justification for this is that young people are growing up in a digital multi-modal world and should learn to creatively communicate for both social and cultural participation and creative personal expression (ACARA, 2010).

Michael Dezuanni from QUT has worked in an expert advisory capacity with ACARA since 2009 to assist with the development of the Media Arts curriculum. He has consulted with teachers and researchers across Australia and internationally to identify best practices in approaches to developing a media literacy curriculum. A key challenge in the development of the curriculum has been identifying the key knowledge and skills that should be progressively developed by children in schools from the age of four or five, right through to eighteen year olds.

The curriculum outlines a framework for conceptual understanding through which knowledge and skills will be developed around five 'key concepts' that are developed as students 'make' and 'respond' to media: languages, representations, institutions, audiences and technologies. This framework is an adaptation of the 'circuit of culture' model developed within Cultural Studies (Du Gay & University., 1997) to address different cultural process in the production and reception of media and popular culture.

The 'key concepts' model has become an internationally accepted framework for the development of curriculum for the study of media in schools (Buckingham & Domaille, 2009; Martens, 2010). The *languages* concept addresses the technical, symbolic and narrative codes and conventions used across communications forms, including the print, audio-based and moving image technologies. Technical codes include elements like shot type, layout, audio mixing and editing pace. Symbolic codes include body language, props and costumes, symbolic objects and setting. Narrative codes and conventions include genre conventions across different communications forms. *Representations* addresses the socio cultural processes involved in reproducing versions of 'reality' in media form. Aspect of identity, ideology and the discursive construction of meaning are explored. Knowledge about *Institutions* includes knowledge about the organizations, people and processes that enable and constrain media production and use though funding, producing, distributing, circulating, promoting, accessing and regulating media and popular culture. The *technologies* key concept requires students to consider both the operational aspects of technologies for production, but also the social and cultural roles of communications technologies. *Audiences* are considered both in the direct sense of 'target audience' for media, but also in terms of how audience members respond to media as consumers, citizens and as cultural creators. Audiences potentially complete the circuit of culture as they, in turn, become producers.

Consultation with teachers in relation to drafts of the curriculum has identified several challenges for implementation. Teachers point out it will be necessary for educators at all levels to have access to professional development opportunities to understand how to implement the curriculum. Some schools are concerned about access to the technologies necessary to enable students to

produce media. Finally, some teachers are concerned about finding time in the curriculum to adequately cover the media arts content. Despite these concerns, there is a great deal of excitement about the curriculum and feedback has generally been very positive.

The curriculum will be completed during the first half of 2013 before being trialled in selected schools throughout Australian during the second half of 2013. It will then be available for general implementation from the beginning of 2014. It is envisaged that various States across the country will have slightly different timetables for implementation and that full implementation will take two to three years to achieve.

The Australian Teachers of Media National Media Education Conference, 2013

The Queensland chapter of Australian Teachers of Media (ATOM) has been working hard to organise the bi-annual National Media Education Conference. It will be held from July 4-7, 2013 at the Gardens Point Campus of QUT in the new Science and Engineering Centre. The conference will feature full day pre-conference workshops on Thursday the 4th and then the main conference program from the 5th to 7th. Up to 250 media literacy educators from around Australia and internationally are expected to attend. All conference details can be found at the website: www.atom2013.com.

The conference theme is Connected, Creative, Critical and focuses on the reality that young people are living in a world where it is increasingly possible to be connected with others, to create with a range of digital media and in which they need to be reflective and critical about their experiences. The conference will explore the idea that educators in formal and informal settings and the media industries have a responsibility to help young people to successfully participate in contemporary media cultures.

Keynote speakers for the conference include Distinguished Professor Stuart Cunningham from QUT's Creative Industries Faculty. Prof Cunningham has played a leading role in the development of Australian film and television history and analysis; in the articulation of policy into media and cultural studies; and in shaping the debate and impact of the creative industries agenda in Australia and internationally. He was elected as an inaugural fellow in Cultural and Communication Studies in the Australian Academy of the Humanities, and has served in several leadership roles in advocacy, advice and governance in research and higher education, and in the screen and library sectors. The leading industry speaker at the conference is Tracey Robertson, the Chief Executive Officer and co-founder of Hoodlum (www.hoodlum.com.au), an Emmy® and BAFTA award-winning creative studio that specializes in producing high quality entertainment content for multiple platforms. A veteran pro-

ducer of documentary, drama television, multiplatform storytelling and digital entertainment, Robertson co-founded Hoodlum with Chief Creative Officer Nathan Mayfield in 1999. Today Robertson is charged with overseeing Hoodlum's interactive and branded storytelling campaigns for the biggest networks, studios and brands worldwide as well as the development of the company's own intellectual property projects. Other speakers from Canada, Norway, the UK, the United States, Japan and New Zealand will be featured throughout the conference.

An important focus of any ATOM conference is the focus on classroom based practice and a number of teachers will present work from their own classrooms throughout the conference.

For instance, a featured speaker will be Dr. Colin Stewart, principal author of the longstanding media studies textbook *Media new ways and meanings*, now in its third edition. Colin teaches the Queensland subject 'Film, Television and New Media' and is Head of the Department, Visual Arts and Media, at Kenmore State High School in Brisbane. He has also been involved in writing media curriculum at the state and national level on a range of projects for more than twenty years. Colin has a strong interest in industrial issues for teachers, and has particular concern for how these affect teachers of media.

The National Year of Reading 2012

Australia has celebrated 2012 as the National Year of Reading (NYR) with a varied program of events in schools and libraries around the country. This project was funded by the Commonwealth Government, promoted by the Australian Library and Information Association and Australian School Library Association, and supported by community groups, media and commercial partners. Many authors, sportspeople and other public figures acted as NYR ambassadors at special events.

Intended to raise literacy among the community, the NYR enabled reading initiatives while respecting the oral tradition of storytelling. With a view to encouraging Australians to become a nation of readers, the objectives were:

- For all Australians to understand the benefits of reading as a life skill and a catalyst for well-being;

- To promote a reading culture in every home; and

- To establish an aspirational goal for families, of parents and caregivers sharing books with their children every day.

As an indication of the successful impact of the NYR, Australia's Arts Minister, Hon Simon Crean announced on 12 November 2012 a new national campaign to promote early literacy and reading skills that would combine two national

campaigns, the *Love2Read* and *Let's Read* campaign. In a media release Mr. Crean commented:

> With 1600 public libraries and 9000 school libraries across Australia, libraries help make up the social fabric of our communities. They're not just repositories for books – libraries are community meeting places and online connections – they are places of engagement and interaction. These events demonstrated to people the significance of reading, the importance of literature, the importance of books and the importance of storytelling.

More information can be found at the National year of reading website: http://www.love2read.org.au/index.cfm

Looking Forward

The various projects and initiatives outlined in the article indicate the importance placed on Media and Information Literacy both within QUT and throughout Australia. QUT is particularly committed to undertaking evidence-based research upon which to build effective teaching practice in the field. The Children and Youth Research Centre at QUT plays an important role in supporting such research and will continue to seek opportunities for funding this important work. We also look forward to continuing to work with our international colleagues to build networks and to share expertise.

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National Leadership and Local Action

Media and Information Literacy in the US

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Media and information literacy has a rich history in the United States populated by a wide variety of local, regional and national efforts. Some efforts target teachers and an ongoing need to enhance classroom methodology and develop curriculum. In other cases the efforts target youth, focusing on after-school opportunities for creative expression or career development. Media and information literacy is now mentioned in most Core Curriculum State Standards. But that does not mean teachers know how to bring those skills into their classrooms.

This article explores the role of the national professional membership association for the field in the United States (US), the National Association for Media Literacy Education (NAMLE). The US is one of only a handful of countries with a dedicated professional media literacy association. What role does such an association play in unifying the field and providing necessary services? And what is the relationship between the association and its members? Additionally, in a few cities across the US, a relationship has developed between K12 teachers and University "centers" focused on media literacy. The Center for Media and Information Literacy at Temple University is one such center and its projects are highlighted to illustrate the types of initiatives often found in these partnerships.

Introduction

Media and information literacy has a rich history in the United States populated by a wide variety of local, regional and national efforts. In some cases these efforts target teachers and an ongoing need to enhance classroom methodology and develop curriculum to help develop core competencies for students in media and information literacy. In other cases the efforts target youth, focusing on after-school opportunities for creative expression or career development. (i.e. Learning how to write a magazine story or produce a television show) Many of

these efforts have been "one offs"; occurring one-time-only as a special project of a particular teacher or administrator, rather than as an ongoing project that develops over time and includes several teachers and students or is implemented school-wide.

But as the pervasiveness of digital media in young people's lives has grown, the number and variety of efforts have grown as well. The frequent inclusion of media literacy and information literacy in Core Curriculum State Standards is one example of this growth. And while including media and information literacy in state standards is an important step in assuring that students are taught those skills in the classroom, the "standard" alone does not assure that teachers know how to bring those skills into their classroom, are comfortable teaching these skills, and are equipped to integrate those standards alongside all the other competencies required of students. One reason for this imbalance is that media and information literacy is rarely taught by a teacher trained or specializing in the subject. To the extent that it is taught at all, media and information literacy is typically taught by a teacher degreed or trained in another subject area: often Language Arts, but not exclusively. This does not mean that such a teacher cannot teach these topics competently; rather it reflects a challenge facing the field and individual schools and teachers regarding professional development and skill development that must be addressed. Decisions about how to bring media and information literacy to students is typically a school-by-school decision; as principals decide where the subject fits best within the mix of faculty at their specific school. Additionally, unlike many other countries, the US has an extremely decentralized school system making this "school-by-school" approach structurally necessary.

As a result, some schools have a strongly supported and integrated media literacy or information literacy program, while other schools have none. This imbalance is of high concern when media and information literacy is increasingly seen as an important prerequisite to the accessing and understanding of information, starting at the elementary school (or primary school) age when children are developing their connected relationship with media. This need has been described in UNESCO statements regarding media and information literacy and further expanded in the UNESCO Media and Information Literacy Curriculum for Teachers.

In a few cities across the US, an interesting relationship has developed between K12 teachers or administrators and University "centers" focused on media literacy. These "centers" conduct research and formulate and test best practice methods relating to media literacy and then offer this information to K12 teachers through creative methods of professional development. Centers or organizations providing such training include Project Look Sharp at Ithaca College, the Media Education Lab at the University of Rhode Island, and the Center for Media and Information Literacy (CMIL) at Temple University.

This article explores the relationship and projects at one of these centers: the Center for Media and Information Literacy. It also explores the role of the national professional membership association for the field in the United States (US), the National Association for Media Literacy Education (NAMLE). The US is one of only a handful of countries with a professional association dedicated to media literacy. What role does such an association play in unifying the field and providing necessary services? And what is the relationship between the association and its members?

National Leadership

Supporting the work of individuals and organizations engaged in media literacy in the US is the *National Association for Media Literacy Education* (NAMLE). NAMLE is an independent organization, operating without government directives or regulatory pressures. Its "national" and "education" focus is evident in its mission stating a goal "to expand and improve the practice of media literacy education in the United States." (www.NAMLE.net) The organization aims to serve all of those involved in an area of education and media literacy including K12 teachers, researchers, University educators, leaders of afterschool programs and school production clubs, media industry professionals, and other self-designated media literacy practitioners. NAMLE provides resource materials available as free downloads from its website (such as the *Core Principles of Media Literacy Education),* a curriculum "Resource Hub", and an online, peer-reviewed *Journal of Media Literacy Education* to encourage research and dissemination of scholarship on media literacy education – also offered without a fee. NAMLE is funded primarily through individual member donations and public and private grants.

Perhaps NAMLE's leadership role can best be seen in the organizing and convening of its bi-annual conference. Since 1999 the organization has held a national conference in which practitioners, scholars, classroom teachers, community organizers, pediatricians and others are brought together to share best practices in pedagogy and encourage a diversity of voices and methods for improving media literacy education. For many attendees the conference is their only opportunity to network with field leaders and gain valuable ideas to take back to their schools, classrooms, and organizations. Conference attendees aren't just from the US however. No less than eleven countries were represented at the 2011 and 2009 conferences; recognition that the field of media literacy is a global one.

The 2013 conference theme, "Intersections: Teaching and Learning Across Media", acknowledges the interdisciplinary nature of media literacy education. Conference sessions will help media-savvy educators "to articulate how new

pedagogies can erect road signs at the intersections where communication practices, platforms, and cultures cross paths... refreshing the way we approach problems and generating paths of study relevant to 21st Century careers, citizens, relationships and lifestyles."

Recognizing its leadership role in the field, starting in 2013 NAMLE is selecting a specific, compelling media and information literacy issue annually on which to shine a light of attention and deeper understanding. For 2013 the strategic focus is *Privacy in the 21st Century*. Can one protect their online privacy in a connected digital world? Is privacy a media literacy skill? How do cultural differences shift one's perception of privacy? How do privacy, ethics and media literacy intersect? The selected issue must be one requiring urgent attention from all NAMLE stakeholders, with opportunities for new research, advocacy and improved pedagogical approaches. Privacy clearly fits those criteria. Throughout the year NAMLE will be convening conversations, aggregating resources and encouraging research and scholarship through its Journal of Media Literacy Education and conference.

(Note: the author of this paper also serves as the current president of NAMLE.)

While NAMLE provides a national perspective on media and information literacy, it is the individual members and organizational members of NAMLE that move these issues directly into classrooms and other educational environments. There are literally hundreds of people and organizations providing courses, programs, activities and professional development in media and information literacy throughout the US. This next section uses one organization as an illustration of the kinds of practices that are found in these environments and highlights the opportunities and challenges of such programs.

A Local Example: The Center for Media and Information Literacy

The Center for Media and Information Literacy (CMIL) (http://www.centermil. org) was established in 2011 at Temple University as a hub for research, outreach, education, and professional development on issues involving media literacy and information literacy locally, nationally, and internationally. Detailed below are several recent and current projects of the CMIL and an evaluation of the successes and challenges of those projects. The projects include 1) Media literacy integration within a specialized classroom, 2) Media literacy as part of an afterschool enrichment program, and 3) Integrating media literacy across a full school curriculum.

Whether working with classroom teachers, students or administrators, the CMIL utilizes a highly engaging and interactive approach. Customized activi-

ties are developed for each project with attention paid to the unique aspects of that particular school or teaching environment, access to resources, and time allotted. Analysis of popular culture is often used as beginning point as this can be a powerful tool for engaging both teachers and students. Critical thinking skills blossom when lessons include discussion and dissection of contemporary media. The goal is to assist teachers in developing a sustainable program that will positively improve student understanding and critical analysis of media. The CMIL uses an evidenced-based approach to curriculum development based on direct and ongoing feedback from teachers and in-class observation.

1) Media Literacy Integration within a Specialized Classroom

For many schools, the goal of integrating media literacy across the curriculum is simply too daunting a prospect. A less intimidating approach, requiring fewer participants and a narrower scope in training is the integration of media literacy themes in a single classroom dealing with a single subject. Such is the case in the "Broadcasting" classroom and the "Theater" classroom at the Kensington Creative And Performing Arts High School in Philadelphia. Each class brings together approximately thirty students, once a week, to learn either television production skills or theater basics.

In January 2012 the CMIL initiated a partnership with Mr. Savage, the Broadcasting teacher, and Ms. Harrison, the Theater teacher through the principal, Mrs. Borges-Carrera. The partnership provided these two classrooms with an undergraduate student from Temple University trained by CMIL Project Director David Cooper Moore each week to work with the teachers to bring media literacy methods and practices into their classrooms.

The project was not without its challenges. The undergraduate students had never taught media literacy before. The high school teachers had never learned about media literacy before, nor was either teacher used to having a college student in their classroom each week. Adding to the challenges was the fact that the school's main reason for participating in the partnership was a desire to connect their students to the local University, not a desire to bring media literacy into their classrooms. The media literacy component was seen as an added benefit. But each organization understood the other's need and there seemed no reason why both shouldn't be able to fulfill their goal.

The media literacy curriculum focused on four areas 1) Critical thinking, reflection and ethics, 2) Using technology tools well, 3) Self-expression and creativity, and 4) Teamwork and collaboration. The CMIL team used the *Core Principles of Media Literacy Education* from the *National Association for Media Literacy Education* as the foundational source upon which their curriculum was built. This enabled the students to support their curriculum recommendations with best practices even as their own experience was minimal.

Undergraduate students spent the first part of each week reading, discussing and planning their media literacy theme for the week. They then spent the second half of the week in the high school classroom working with the teacher and students to implement their plan. Weekly coaching sessions with Cooper Moore integrated media literacy topics that would resonate with the high school students including: the influence of commercials, representation of diversity in music videos, product placement in video games, gender interpretations of contemporary TV shows, and the question of reality in reality TV. The undergrads developed innovative ways to engage the high school students in active learning and critical thinking about media. Their role focused on a bold use of questions and encouragement of trial-and-error, rather then simply serving as the media literacy authority and instructing students how to do a production "right".

The semester concluded with the Broadcasting class producing a behind-the-scenes look at a theatrical production of the Theater class. This cross-discipline activity enabled the undergrads to lead the students in a reflective exploration of their own production choices and value messaging. Additionally, the high school students took a field trip to Temple University for a half-day of on-site media literacy workshops.

Although all of the project partners felt the project was successful enough to embark on it again this coming year, there were lessons learned that will change the structure and substance of the project this next time. For example, the late scheduling of the final production meant it was never completed because the high school students had to prepare for an important standardized test. The CMIL team developed clearer guidelines for the teachers after several weeks of mis-communication regarding the role of the undergrad students. And media literacy activities had to develop more focused learning outcomes to assure that the high school students didn't simply see the experience as a chance to engage in unstructured production opportunities.

One of the undergrads said this about his experience; "I came into this school thinking I was going to sit around and watch kids learn broadcasting skills while integrating media literacy into their lives. Instead I came in and brought the media literacy along with my own knowledge of broadcasting and making a production from scratch to teach the kids how much of an influence they could have on their learning and how different forms of media can help them in everything they do".

2) Media Literacy as Part of an Afterschool Enrichment Program

Flexibility and fun would seem to be the two most likely adjectives for any successful afterschool program. After all, without the constraints of curriculum and academic rules, afterschool environments are free to offer programs that

respond to the interests of their young participants. Could a media and information literacy program benefit from such an opportunity?

In this project the CMIL partnered with a community recreation center in North Philadelphia that offered a variety of sports and other programs to neighborhood children to enjoy after school hours. The community center was an oasis of impressive recreational opportunities in a neighborhood with few other options. In the winter of 2012 the CMIL "Philly Media Club" (PMC) was added to the list of offerings. The PMC met once a week for ten weeks and was designed to improve the quality of media and technology engagement and media literacy understanding in a low income neighborhood where home technology use is often nonexistent or focused on media as entertainment.

The PMC was just the most visible part of a three-tiered engagement strategy with the community center. Behind-the-scenes experienced media literacy educators worked with undergraduates from Temple University to develop a baseline of media literacy expertise among those undergrads that would be leading the Club. They learned how to lead workshops exploring types of media, audiences & authorship, messages & meaning, point of view, genres of media, etc. Second, undergraduates reflected on their prior week's teaching experience and then created their own original lessons for the upcoming week. They implemented the plans at the center's computer lab; a spacious but plain room containing eight desktop computers. Club participants analyzed, created, and reflected on popular culture in television, films, videogames, music and websites. As a closing activity, undergraduates worked with the PMC particpants to complete two multimedia projects combining analysis of media and production of video and web content: first, a short promotional "public service announcement" style video about the community center and second, a series of personal websites for the PMC participants. The PMC participants were empowered to use the technology available through the Club to develop their own point-of-view as critical, digital media authors. (A full curriculum outline for the Philly Media Club may be found on the CMIL website. www.centermil.org.)

Students reflected on their participation through recorded video interviews. When asked about their favorite projects, several named weekly activities that they remembered from weeks or months prior. One student listed a horror movie production as her favorite activity (students created a five-frame horror film on a FlipCam using conventions of the genre). Another recounted a discussion of public service announcements (PSA's) that used online research to discover common features of persuasive commercials and PSA's. A third discussed the production of a short persuasive short video about the recreation center, during which students filmed different parts of the center and interviewed an adult working there.

The Philly Media Club served a total of 25 students, with 13 students attending regularly and the balance fluctuating week to week. The participants ranged in age from 8 to 14 years, although most were between the ages of 8 and 12.

Can media literacy be taught in an afterschool environment meant to be primarily recreational? Yes. But certain aspects of this project increased the difficulty and should be used as guidelines when embarking on similar projects.

Since what is considered "appropriate" media content varies tremendously depending on a child's age and developmental stage, it was extremely difficult for Club Leaders to determine and select appropriate content when the participant group often included two or three students in any given age from 8 to 14. A targeted group where all participants were 6 to 8, or 8 to 10 would have allowed the Club Leader to focus the activities and media content more age-appropriately.

Balancing education and recreation in an afterschool setting often requires that the core educational concepts must be diluted so as to keep the attention of the young participants. Students often resisted deep educational intention from the Club Leaders, so the leaders had to keep the learning concepts shallow and simplified.

But the deepest challenges were as a result of erratic retention: getting the same group of students to show up every week. Although students had to sign up for the Club, their actual participation was a bit unpredictable. Without a consistent group of participants from week to week it was difficult to build upon prior learning or concepts with the entire group. In the future, a sign-in sheet and incentive process may help to retain the maximum number of students.

Perhaps the challenge of bringing media literacy education and technology skill building in an afterschool environment is best expressed by this quote provided by a Club Leader after several weeks on site:

> Today I truly realized the essence of the digital divide. Many of these kids, coming from poor socioeconomic neighborhoods and families, do not have their own computers at home, and some do don't have any Internet. Many of the schools the children go to don't have great technology either, so their interaction with computers and the Internet may be little as well. While some of the kids do have a computer and Internet and have the age appropriate computer skills, this only further perpetuates the divide between the kids in the class.

More information on this project may be found at the Philly Media Club Wikispace http://phillymediaclub.wikispaces.com and the Philly Media Club PSA http://youtu.be/4t4kTr1KbXo

3) Integrating Media Literacy Across the Curriculum for a Charter High School

Stepping into the New Media Technology Charter School in Philadelphia feels like stepping into any other high school. There are classrooms and a gym and students running through hallways to get to their next class. But this school aims to create a different kind of learning environment. Its' focus is on media and technology as a core competency. In fact, its mission is to "provide a student-centered learning community that is project-based, technology-driven and culturally-affirming." Unfortunately, this goal has remained elusive since its start in 2004.

The principal (along with one determined teacher) decided that help was needed and they reached out to the Center for Media and Information Literacy for assistance. How should the school go about integrating media literacy into all its classrooms? What is the best way to provide the professional development teachers will need to feel confident as media literacy educators? How much time will this take? Will the school need additional technology? It took several months to dig deeply into the mission of the school and uncover not just what they wished to achieve, but what was realistic to attempt within the boundaries of the school's budget and available time.

The CMIL proposed that the project focus on four goals:

- Help teachers and administrators gain knowledge in understanding media literacy and its role in education

- Increase teacher's skills for integrating media literacy into individual classrooms

- Develop ways to use media literacy as an interdisciplinary thread throughout the school curriculum

- Enhance curriculum team partnerships through media literacy projects

Specific actions would include:

- Media Literacy Introductory Workshop

- A one-day workshop to introduce faculty to the core principles of media literacy education.

- Teach the Teachers Roundtable

- A weekly or monthly mentoring meeting with CMIL leadership in which a targeted area of media and information literacy could be taught based on teachers specific needs and specific classroom challenges addressed. This would also help the school develop its own in-school leaders in media literacy.

- Development of Annual Integrated Project
- A series of meetings with faculty and administration to develop, plan and implement an interdisciplinary school-wide project using media literacy as the bridging concept.

These actions will ultimately impact all areas of the school and therefore require that implementation recognize the concerns of teachers in making such change happen. Trust must be developed between the CMIL and the teachers and administration. Rather than simply push through a comprehensive media literacy and information literacy curriculum, all partners felt the best approach would be to begin with a small step and grow from there.

The first step was the Media Literacy Workshop. The workshop was offered as a traditional professional development opportunity during teachers first day back to school in 2013 after their winter break. Sherri Hope Culver, CMIL Director and David Cooper Moore, CMIL Project Director, lead the workshop, which aimed to provide teachers with clear definitions of media and information literacy, activities to engage teachers in reflective learning about their own assumptions regarding media, a hands-on technology exercise, and opportunities to ask questions about the connection to their own classroom environment. Although all teachers in the school were encouraged to take part in this professional development opportunity, only about thirty-percent of the teachers participated. This was seen less as a rejection of media literacy and more as a reflection on the difficulty of scheduling a professional development workshop on the first day after a lengthy holiday. Teachers that did participate, however, provided feedback stating that they could see how media and information literacy could be a thread woven throughout their classroom goals.

A successful result of the workshop was the principal's realization that it is not enough to simply offer this professional development as an optional resource. All teachers must be required to participate in all professional development connected to this media and information literacy initiative if the school aims to achieve its "new media and technology" mission. The project is currently in the planning stages to begin the Teach the Teachers Roundtable and development of the annual interdisciplinary project.

Conclusion

Two strengths of the field of media and information literacy are also two of its deepest challenges: breadth of the field and agreement on term definitions. The breadth of the field comes as a result of the interdisciplinary nature of the work and the wide range of educators and others who self-define as working within the field. It is precisely this breadth of participation that makes agreed-upon

definitions allusive. But is this really a problem? An important theme of media literacy is understanding that different people interpret messages differently. That same allowance for diversity is reflected in the manner in which different organizations and people define the terms. Those differences can create challenges, but it also creates a vibrant community of practitioners and scholars active in the field.

The activities of both NAMLE and the CMIL illustrate the advances that can be made when the breadth of the field is embraced, resources are shared and inroads are made directly into classrooms. Teachers need assistance to bring these concepts to their schools. Their students need experiences that will help them develop the critical thinking competencies and skills of expression necessary to be literate in the twenty-first century. The choice cannot be whether to provide professional development through a national organization or a local partner; or whether to develop a targeted program for a single school or a broadly available resource offered at no cost to all teachers. The answer to all of those options is "yes". Teachers need all options available to them and they need ongoing development of new pedagogical resources that can adapt as their students media use changes.

Resources

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The State of the Art of Media and Information Literacy in Morocco

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Images in the media shape understanding, interpretation, and interaction amongst and between people, nations and groups in an increasingly globalized world.

Media messages may be harmful, conflicting, confusing and confounding and may not often be uniformly understood or acted upon by its heterogeneous audiences. In this context, Media and Information Literacy (MIL) becomes imperative to empower audiences to be more critical and discriminating in their reception, evaluation and use of information and media. Media ethics are violated by journalists and media organizations, which have a big impact on people if they are not media and information illiterate consumers. This is why it is of prime importance to develop high critical and analytical skills in order to be active and responsible media consumers and to understand how to demystify media and information as it depicts social realities. MIL enjoys a very important status and is integrated in curricula in many developed countries. However, it is unknown or poorly developed in developing countries. This paper, then, examines the state of the art of MIL in Morocco, highlighting the actions undertaken by Sidi Mohamed Ben Abdellah University in this field.

Introduction

Media and new information and communication technologies are a means for social and economic development. However, the potentials of media and information cannot be realized if people lack the ability to access, analyse, evaluate and create media content. Media literacy and information literacy are viewed as operators for the acquisition of such skills and knowledge, and compulsory competencies for all citizens. Yet, media literacy and information literacy (henceforth MIL) is still in its infancy in many developing countries and faces many challenges. The aim of this paper is to examine the state of the art of media and information literacy in Morocco. It addresses the following issues:

(1) it shows how Media and Information Literacy is introduced in Morocco; (2) it highlights the actions undertaken by Morocco to promote MIL to better prepare citizens for the information age, and (3) it intends to inform the national and international reader of the main action plans and the initiatives which will be undertaken in the future.

Media and Information Literacy in Morocco

Media and information literacy is still in its infancy in Morocco. It is not included in the educational system. It is not on the agenda of activists, policy makers and educators. People are not even informed about it to consider it. For many Moroccans, "literacy" means the ability to read, write, and interpret the print. Yet, in today's multimedia world, it is not sufficient to teach this form of literacy only. We know that the information about what happens in the word today comes to us not only through the print but also through sounds and powerful images. So, providing individuals with the skills and the tools to critically evaluate, process and interpret the content of messages, sounds and powerful images of our multimedia culture becomes a must. In fact, new information communication technologies and media culture have been shaping people lives and reframing the way they reconstruct societies at the national and the international levels (Douglas, 2007). That's why we have to equip ourselves with the necessary skills to know how to use media and information contents in our lives.

Integrating Media Studies in the Moroccan Educational System

Aware of the importance of the Internet in our daily lives, and aware of the challenges posed by the information age, the Moroccan Emergency Plan for Higher Education introduced in 2009 Media Studies and Cyber Culture in the curriculum of all departments of English at the faculties of Arts and Humanities in Morocco in order to help students understand the functions of media and its impact on society. The course is taught in semesters 2 and 4, introducing students to the world of new and old media and cyber culture. The objective of this course is to help students learn how media work. This provides for us a good opportunity to include media and information literacy in the curriculum to enable students to critically interpret the media messages, information and the images we are bombarded with in our daily lives.

Teaching MIL at the Faculty of Arts Sais Fez: Personal Experience

When I started teaching the course of Introduction to Media Studies in semester 2 and Media Studies and Cyber Culture in semester 4, 4 years ago,

my students expressed their dissatisfaction about Moroccan media programs, which according to them constitute a threat to their identity and culture. The first thing I did was to integrate MIL into the curriculum. MIL adds a value to media studies by equipping students with analytical skills to become responsible viewers, readers and users of different media and information contents.

Media Literacy

My students were introduced to media literacy by understanding the following key concepts:

1. Media messages are constructed to gain profit and power.
2. Critical thinking is vital in order to analyse false statements promoted in media messages.
3. The media have an impact on individuals by shaping their values and points of view.
4. It is important to ask questions about the contents of media messages such as:
   Who is the target audience?
   What strategies are used to convey specific information?
   What effects may this information have on people?
   What is the credibility of information conveyed in a specific message?
5. It is important not to be addicted to one source of information since the media use different ways to present information about a topic.
6. It is important to go beyond the surface level and to be able to detect prejudice, stereotype, defamation, manipulation, misinformation, disinformation and distortion of information for specific purposes.
7. How can we invest media for sustainable development and for world of peace?

These issues have helped my students to know for the first time that there are skills to take into consideration when reading print, watching media formats and surfing the Net. They recognised that these skills provided them a reflective learning experience on the dynamics of mass media: the nature of the media landscape, its processes and functions, which raise their awareness on how the media shape the frames of reference of individuals, their value systems, attitudes and behaviours. It also provided them with the capacities to access, decipher, evaluate, interpret and make informed and responsible use of media forms and hence become active and responsible consumers of media content.

Information Literacy

Information literacy has not yet been fully integrated into the Moroccan university curriculum. Information literacy includes library skills, computer literacy, critical-thinking skills, visual literacy and culture literacy, in addition to research skills and evaluation of print and online sources. The exposition to a

rich variety of information resources requires the acquisition of novel skills and competencies to evaluate information and media contents to become competent readers and researchers able to make informed decisions. It provides, then, the framework for students to learn how to find, critically evaluate, seek, check and use information in a variety of forms and in different contexts. Through IL, students were taught to:

1. Evaluate the authority, credibility and the accuracy of the materials required while carrying out academic research;
2. Question the reliability of online sources because they are much less controlled than the resources available in a library;
3. Identify their needs for information in a cyberspace;
4. Check the accuracy of a piece of information retrieved from the Internet;
5. Know how to evaluate the usefulness of a website;
6. Know how to use information and communication technologies effectively. One obstacle to the efficient use of these technologies in developing countries is the lack of information literacy.

My students discovered that teaching of information literacy empowered them (1) to be competent and responsible researchers in their academic studies; (2) to be active consumers and creators of information; (3) to ethically use information to participate in building a culture of peace in their society and in the world community; and (4) to use ICTS effectively and efficiently.

MIL Combined

After teaching ML and IL separately in semester 2, the course on 'Studies in Media and Cyber-Culture' taught in semester 4 involves the combination of ML and IL since it includes both "studies in media" and "cyber-culture." It is an opportunity to combine them and I believe personally that the combination of these two issues imposes itself in the digital age and availability of media contents on the Internet. We seize the opportunity to highlight that UNESCO took the lead in combining media and information literacy and encouraging its integration in educational systems as a combined set of competencies, aiming to equip individuals of all ages and gender with the skills and competencies to be more critical in their reception, evaluation, and use of media and information. The UNESCO Media and Information Literacy Curriculum for Teachers, launched at the First International Forum on Media and Information Literacy on 15 June 2011, puts teachers at the centre of this process, towards achieving the goals of the Grunwald Declaration (1982), the Alexandria Declaration (2005) and the UNESCO Paris Agenda (2007).
We can conclude that MIL is taught in the departments of English at the

faculties of Arts only. It is imperative to extend its teaching to all faculties and institutions. In this case, MIL will be most effective for teachers, parents, youth, decision-makers, etc. What is important to know is that the main working languages in Morocco are Arabic and French. The first step is to translate the main documents on MIL into Arabic in order to make everyone take advantage of these literacies. Since MIL is not known in Morocco as mentioned earlier, and believing strongly that MIL is important for youth, parents and for every citizen, we decided to organize an international conference on MIL to make it known to Moroccan academics and to raise individuals awareness of the importance of MIL in their lives.

Activities undertaken in Media and Information Literacy

First International Forum on Media and Information Literacy

Under the auspices of His Majesty King Mohammed the Sixth, the First International Forum on Media and Information Literacy was organized by the Research Group on Mass Communication, Culture and Society; the Laboratory of Discourse, Creativity and Society: Perception and Implications; the Faculty of Arts and Humanities, Sais-Fes; and Sidi Mohamed Ben Abdellah University, Fez, Morocco, on June 15-17, 2011 at the Faculty of Medicine and Pharmacy, Fez, with the collaboration of the United Nations Educational, Scientific and Cultural Organization (UNESCO) as lead partner, the Islamic Educational, Scientific and Cultural Organization (ISESCO), the Arab Bureau of Education for the Gulf States (ABEGS), and the United Nations Alliance of Civilizations (UNAOC) as key partners.

Project Leaders

This project on Media and Information Literacy was conceptualized by Dr. Abdelhamid Nfissi, Chair, International Forum on Media and Information Literacy, Faculty of Arts and Humanities, Sidi Mohamed Ben Abdellah University, Fez, Morocco; and Dr. Drissia CHOUIT, Vice-Chair, International Forum on Media and Information Literacy, Faculty of Arts and Humanities, Moulay Ismail University, Meknes, Morocco.

Rationale of the Forum

Grounds for Combining Media and Information Literacy

The First International Forum on Media and Information Literacy examined both media and information literacy because in the digital age and convergence of communications, information literacy and media literacy should go hand in

hand to achieve full human development, to build up civic societies, and to lay the foundations for world peace and intercultural constructive dialogue. This Forum was the first of its magnitude since UNESCO initiated the blending of the two concepts, media literacy and information literacy, to empower audiences to be aware of the functions of media and other information providers, and to be more critical and discriminating in their reception, evaluation and use of information and media.

Objectives

The First International Forum on Media and Information Literacy aimed (1) to raise awareness and understanding about the importance of MIL in the information and communication age as a prerequisite to human and economic development; (2) to draw up plans to integrate MIL in the national educational programmes in order to encourage the development of media and information literate users/audiences/producers, thereby maximizing the potentials of the media and information at the service of democracy, justice, sustainable economic models, and development at all levels of society; (3) to sensitize participants to legal, political, economic and ethical issues in information and media literacy, and to discuss scientific approaches for media and information sourcing, sharing, evaluation and utilization; (4) to examine conceptual issues regarding verbal, visual and digital literacy; (5) to focus discussion on media and information literacy from cross-cultural perspectives, giving voice to the concerns, preoccupations and aspirations of countries of the South and stressing the importance of cooperation not only North/South but also South/South in order to promote MIL, and (6) to come up with the Fez Declaration on MIL and Plan of Action to this effect.

Outcomes the Forum: Fez Declaration on Media and Information Literacy

The First International Forum on Media and Information Literacy came up with the Fez Declaration on MIL. The Participants in this forum invite UNESCO, UNAOC, ISESCO, ABEGS, and other stakeholders worldwide to:

1. Reaffirm their commitment to initiatives relating to Media and Information Literacy for All and consider this International Forum on MIL an international platform for MIL;
2. Dedicate a week as World Media and Information Literacy Week to highlight to all stakeholders the value of promoting and pursuing Media and Information Literacy throughout the world. It was proposed that this should be celebrated on 15-21 June every year;
3. Integrate media and information literacy in educational curricula both in the formal and non-formal systems, in order to (i) ensure the right of each and every citizen to this new civic education, (ii) capitalize on the multi-

plier effect of educators to train learners for critical thinking and analysis, (iii) endow both teachers and learners with MIL competencies to build up media and information literate societies, setting the stage for knowledge societies;

4. Include the production and distribution of user generated content (UGC), particularly youth-produced media, as part of the overall framework of MIL;

5. Conduct research on the state of media and information literacy in different countries so that MIL experts and practitioners would be able to design more effective initiatives;

6. Pursue appropriate follow-up to the regional consultations for the adaptation of the MIL Curriculum for Teachers and the promotion of MIL and Intercultural Dialogue;

7. Expand the UNESCO-UNITWIN-UNAOC Media and Information Literacy and Intercultural Dialogue (UNESCO-UNITWIN-UNAOC-MILID) (UNITWIN – University Twining and Networking) Network to include other universities representing all regions of the world; and encourage the setting-up of national, regional and international institutes or centres or clearinghouses on media and information literacy in all regions to support media and information literacy initiatives worldwide; making this network a driving force for fostering MIL throughout societies at large, thus contributing to building sustainable peace around the world;

8. Foster media and information literacy for development of local cultures and as a platform for intercultural dialogue, mutual knowledge and understanding;

9. Ensure that media and information ethics are embedded in all curricula, and advocate for ethical values on the part of communication, information, and media providers;

10. Endorse the setting up of a regional MIL Institute or Centre that will operate under the umbrella of Sidi Mohamed Ben Abdellah University, Fez, Morocco, and cooperate with this Institute/Centre to enhance its international relevance within the framework of the UNESCO-UNITWIN-UNAOC-MILID Network;

11. Convene biennial meetings of the International Forum on Media and Information Literacy to provide a venue for continuing interactions on MIL across borders, cultures, fields of study and professional practice. The Second Edition of the International Forum on Media and Information Literacy is proposed to take place in 2013. The exact dates will be specified in consultation with all partners.

International Seminar on Media and Information Literacy at the University Level

In celebration of the first anniversary of the Fez Declaration on Media and information literacy which was adopted in the First International Forum on Media and Information Literacy, held in Fez, Morocco, on June 15-17, 2011, the Research Group on "Mass Communication, Culture and Society"; the Laboratory of Discourse, Creativity and Society: Perception and Implications; the Faculty of Arts and Humanities Sais Fes; and Sidi Mohamed Ben Abdellah University organized an International Seminar on "Media and Information Literacy at the University Level" on 19-20 June, 2012 at the Faculty of Arts and Humanities Sais Fes, Morocco.

Objectives of the Seminar

The seminar gathered teachers, activists, media specialists, journalists, librarians, and archivists to raise students' awareness of the vital importance of Media and Information Literacy in their academic and professional lives. It also emphasised the idea that in an increasingly digitalized world, and in view of the explosion of information, information literacy and media literacy form the basis for lifelong learning. They should go hand in hand to empower students to develop a critical approach to media and information sources in order to become informed and active citizens in the 21st century. This is why the conference aimed to draw the attention of decision makers, teachers, and researchers to integrate Media and Information Literacy into higher education curricula in order to better prepare students for the future.

Regional Centre for Media and information Literacy and Intercultural Dialogue

The regional Centre for MIL and Intercultural Dialogue endorsed in the Fez Declaration on MIL operates under the umbrella of Sidi Mohamed Ben Abdellah University, Fez, Morocco, and cooperates with the UNESCO-UNITWIN-UNAOC-MILID Network. The objective of the centre is to:
1. Promote MIL in Morocco and the Arab World;
2. Highlight the critical role that media and information literacy can play in building a culture of peace towards intercultural dialogue, mutual knowledge and understanding among civilizations;
3. Emphasize the importance of media and information literacy for social, economic and cultural development;
4. Promote the principal that media and information literacy is a fundamental human right, particularly in the digital age of explosion of information and convergence of communication technologies;

5. Highlight the importance of MIL in developing countries and its effects at the age of knowledge societies;
6. Reinforce the role of universities both as centres of knowledge and vectors of sustainable development.

These are the actions undertaken so far by Sidi Mohamed Ben Abdellah University. We are now at the stage of setting up a network of Moroccan and Arab universities that are interested to work with us as Associate-Members for promoting MIL in Morocco, the Maghreb and Arab Region. We should, however, face up the big challenges facing us, mainly:

1. We need to adapt MIL actions and research to the Moroccan and Arab context and to serve in the best way the needs of Moroccan youth and people of the region.
2. The illiteracy rate in Morocco is high, which prevents people from taking advantage from MIL.
3. Poor mastery of foreign languages and lack of references on MIL in Arabic constitute a real handicap.
4. Libraries in Morocco still operate in traditional ways.
5. Users of the Internet cannot fully profit from this medium because they are neither media literate nor information literate.

Conclusion

This article summarizes my personal experience in teaching MIL and the actions undertaken by Sidi Mohamed Ben Abdellah University to promote MIL in Morocco. All these efforts remain insufficient. There is a strong need to include MIL in the educational system in the primary, secondary and the university levels and to create organizations and collaborations to promote the objectives of MIL. In addition, urgent solutions are to be found to settle the challenges to MIL in Morocco and the Arab Region.

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The Influence
of Policy

Advancing MILID

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This article describes the recent activity of the Gabinete of Communication and Education at the Autonomous University of Barcelona in relation to the Cooperation Programme on UNESCO-UNAOC UNITWIN Global Chair on Media and Information Literacy and Intercultural Dialogue. The main objectives of this activity were: A) The consolidation of a European strategy for the promotion of media and information literacy by developing new lines of research and dissemination. B) Advances in networking and research training in the field of media and information literacy. In this context the article presents the outline of two research projects: 1) EMEDUS – that aims to analyze the various media literacy education approaches in national curricula across the European Union's 27 Member State and to develop recommendations to sustain educational policy at national and European policy levels; 2) DINAMIC – that is creating new indicators of MIL which refer to individuals and institutions. The article also presents other training and dissemination activities carried out by the Gabinete.

Introduction

In recent years, and especially in 2012, the activity of the Department of Communication and Education from the UAB (henceforth to be known as "the department" in this report) has produced results in MILID (media and information literacy and intercultural dialogue) by reinforcing the lines of action and research on projects it is involved in with other international partners.

Progress has been achieved in the following areas:

a) **The consolidation of a European strategy** for the promotion of media and information literacy by developing new lines of research and dissemination.

b) **Advances in networking and research training** in the field of media and information literacy that has achieved a quantum leap.

This progress has taken place in different geographical areas: Spain and Europe, on the one hand, Latin America and the Caribbean, on the other, with the view

to ultimately going global. In this endeavor the constitution of the UNITWIN Cooperation Programme on Media and Information Literacy and Intercultural Dialogue has meant a major step forward.

In order to understand this series of advances, it is necessary to put the actions in a time perspective.

Traditionally, the lines of action and research carried out by the Department of Communication of the UAB have moved in the realms of the vast intersection between communication and education: a) research on new communication models, cultural and educational television, journalism, social media, etc., b) the impact of new media-ethics, responsibilities, regulations, risks and opportunities, c) childhood, youth and media, active citizenship and new forms of participation and political mobilization.

However, in recent years all this has taken a new direction under the banner of media and information literacy and intercultural dialogue (MILID). MILID encompasses the ability of individuals, groups and institutions to use the media for their own purposes with autonomy and consciousness, and to participate in the social sphere, and more precisely, in intercultural dialogue.

In other words, in recent times, the main and constant object of action-research carried out by the department has been the possibility of empowerment that the media and ICT's provide to individuals, groups and institutions. And this has contributed, through a series of happy circumstances, to the consolidation of a European policy on media literacy and the establishment of a network of universities dedicated to promoting MILID.

Let us briefly review the major milestones of this course of action.

Towards a European Policy on Media Literacy: From Promoting Digital Literacy to the EMEDUS and DINAMIC Projects

Since 2004, when the European Commission appointed Pérez Tornero to draft a report on Promoting Digital Literacy, the department began research on digital literacy (later renamed media and information literacy) in conjunction with the European Union, which continues to the present.

In that report, two qualitative changes in the strategy of promoting digital competence were proposed:

a) Considering digital capabilities not only as a technical skill, but mainly as a process of cultural and institutional transformation. Put another way, it is openly recognized that acquiring digital skills profoundly transforms the language, symbols, imagery and routines of individuals, groups and institutions.

b) Proposing policies that promote digital capabilities using eco-systemic and cultural vision that carefully consider the specific contexts and times in which the new digital culture can sustain itself and develop in a specific social system. Without a comprehensive and systematic view on this topic, any process will be partial and unstable.

That study was accompanied by a series of recommendations to the European Commission, and was continued in another study called the Study on the Current Trends and Approaches on Media Literacy in Europe, whose aim was to know, from a global point of view, the state of media literacy in Europe.

Here, the formal and informal dimensions of media education, as well as its legal regulations, were studied and a benchmarking of some countries was carried out.

The result was a vision of all the strengths and weaknesses of the subject in Europe, which opened the possibility of establishing some recommendations:

a) Promoting a policy in favor of media literacy focused on creating a proper definition for it as well as a shared conceptual framework.

b) Defining criteria, indicators and systems for monitoring the development of media literacy in various countries.

c) Establishing policies for cooperation and consultation between the various actors taken from common values such as creativity, participation, personal autonomy and critical thinking.

This study had immediate consequences: The European Commission decided to establish the indicators that should measure the degree of development of media literacy in Europe.

The study that suggested such indicators is titled: *Study on Assessment Criteria for Media Literacy Levels*. And these indicators were incorporated in a European Audiovisual Services Directive in 2008, making them a reference to follow in all European countries.

Furthermore, many of the recommendations and principles arising from the studies cited -and promoted by a group of experts in Media Literacy that the Commission sponsored for 4 years- led to a genuine European strategy on media literacy, which resulted in a recommendation by the European Parliament on media education.

In 2012, the Commission is renewing its efforts to clarify the role of media literacy in the development of European society and, more specifically, in education.

Once again the UAB, through the Department of Communication and Education ("Department"), along with an extensive network of European part-

ners, is participating in this effort and is undertaking a study called EMEDUS, whose aim is to provide the European Commission with new proposals to promote media education in the context of lifelong learning. The main result of this study will be to create a solid platform of relationship between the actors who, directly or indirectly, participate in media literacy and media education. To do this, the project aims to substantiate the basis for the construction of European Media Literacy, which undoubtedly will be an important milestone in the European Union's policy on the matter.

With this process, one can say that Europe has adopted a pragmatic framework for understanding media literacy and, at the same time, has a complete system of benchmarks and indicators to promote a specific policy on the subject.

A new research project called DINAMIC, (Developing Individual and Corporate Media Literacy Indicators) represents a significant advance with respect to the study of indicators, particularly with respect to Spain. In this case it goes beyond countries and proposes new indicators of media and information literacy (MIL), which refer to individuals and institutions. (See Table 4)

International networks for training in media literacy and its dissemination

During 2011-2012 a breakthrough took place in the creation and promotion of international networks. In large part this advance is thanks to several seminars and international conferences that took place in this time as well as to the deepening and extension of training tasks related to MIL.

With this end the Department had a hand in organizing the following events:

- **2010: International Congress on Media Literacy and Digital Cultures (Sevilla)**, This was held during the Spanish Presidency of the European Union. Its aim was to provide a forum for debate, reflection and analysis of initiatives, projects, research and trends on media literacy in Europe and Latin America. It was attended by over 300 professionals and researchers from Latin America and Europe and more than 40 television companies dedicated to culture and education.

- **2011: EBU Training Assembly.** During the 2011-2012 academic year, the Department worked extensively with the European Broadcasting Union (EBU), with RTVE and the Spanish Radio and Television Institute, to develop a conference on new media and training. The goal was to foresee and prepare for emerging services and content in the audiovisual field that require new professional competences and training strategies to meet this need. It was the first time that the EBU organized a meeting of this kind at a university in direct contact with students.

- **2011: International Conference on Communication and Education:** (Barcelona). Global experts participated and focused their attention on media literacy strategies around the world. An analysis of the progress made on Media Literacy in Europe was taken as a starting point. This information was proposed and synthesized in several studies done by the Department and these were compared with those carried out in countries in the Arab world and Latin America especially. The result was a step towards the integration of different concepts and strategies of Media Literacy. Beyond cultural and national differences it is possible to move towards a new paradigm which, using an expression from UNESCO, will be called Media and Information Literacy. Latent consensus was perceived during the course of the conference in Barcelona.

- **2012: MILID WEEK (Barcelona, May)** This was the first of a series of meetings which, henceforth, will be organized annually within the University Twining and Networking (UNITWIN) Cooperation Program on Media and Information Literacy (UNESCO-UNAOC). Various representatives from eight universities, including China, Egypt, West Indies, Australia, Brazil, and the US actively participated during the meeting and the outcome was the launch of the strategic plan UNITWIN MEDIA AND COOPERATION PROGRAMME ON INFORMATION LITERACY. This program was launched earlier at the Fez Conference in 2011 which, in Barcelona, took one step further in the shape of an action plan for two years. All universities in the network participated and agreed on operating principles and, as a result, the impact has been great. In a short time, additional applications from universities, institutions and associations worldwide to participate in the plan were received. The network is beginning to establish itself as an important reference for the movement of media and information literacy in the world.

- **2012: First expert panel meeting of EMEDUS Project (Barcelona, November) European Media Literacy Education Study.** The EMEDUS project seeks to diagnose the situation of media education in Europe and proposes courses of action to governments and the European Commission. The first meeting of the expert panel served to highlight the need to enhance coordination, agree on strategies, create national councils for the promotion of media literacy and advance the development of media literacy in compulsory education. New lines of work were also proposed such as incorporating media literacy in developing smart cities and fomenting creativity and communication.

- **2012: EURANET ACADEMY (Paris, Warsaw, Munich)** The Department has not neglected its direct involvement with the media and media professionals. During 2012 it has been very active in the EURANET network and

initiated, together with its various partners, the creation of the EURANET ACADEMY, one of whose first projects is the creation of a European and International master's degree in Journalism. It is not a conventional master's but one in which special attention is paid to critical knowledge about journalism and the role that journalism has in promoting active, media literate citizens. This is an experimental laboratory for the promotion of cosmopolitan and advanced journalism, which is sensitive to citizen needs in the construction of journalistic discourse and in which the factor of innovation, anticipation and quality become the leitmotif for teaching and research.

- **2012: Telecentres in Latin America.** The continued work with the Telecenter Network in Latin America should be noted, especially with the University of Monterrey and the UNAM; the latter with which a project of cooperation in media and information literacy is being prepared.

- **2012: Presence in European forums.** Two European events are also noteworthy: the first is the conference organized by the *Media Literacy Unit of the European Commission on Media Literacy in Times of Crisis* and the need to promote creativity in finding feasible solutions. The conference was held on 16 November in Brussels.

The second meeting was the *Media & Learning Conference* organized by the MEDEA Association on 14 and 15 November in Brussels. This was an opportunity to exchange   knowledge and trends on how education is incorporating media literacy and how the media, such as the BBC, is producing excellent educational material. More than 200 people from all over Europe met to discuss the goals and experiences while the Department of Communication and Education shared its EMEDUS research cited above.

Table 1. European Media Policy

Timeline of Media Literacy Development – European Commission Official Documents			
Year	**Date**	**Author**	**Title**
1982	Jan, 1982	UNESCO	Grünwald Declaration on Media Education[1]
1989	Oct, 1989	European Union	Television Without Frontiers Directive (TVWF)[2]
	Oct, Nov 1989	UNESCO	General Actes[3]
1990	Jul, 1990	UNESCO	New Directions in Media Education, Toulouse Colloquy[4]
1991	Jul, 1991	European Commission	MEDIA Programme[5]
1999	Jan, 1999	European Commission	Safer Internet Programme[6]
	April, 1999	UNESCO	Congress in Vienna "Educating for the Media and the Digital Age"[7]
2000	March, 2000	European Commission	Lisbon European Council[8]
	May, 2000	European Commission	eLearning Programme. Designing tomorrow's education [9]
	Jun, 2000	European Council	Recommendation 1466 (2000) of Media Education from the Parliamentary Assembly, Council of Europe[10]
2002	Feb, 2002	UNESCO	"Youth Media Education Seminar in Seville"[11]
	Nov, 2002	European Commission	Proposal for a decision of the European Parliament and of the Council adopting a multi-annual pro-gramme (2004-2006) for the effective integration of Information and Communication Technologies (ICT) in education and training systems in Europe (eLearning Programme)[12]
	Dec, 2002	European Parliament	Recommendation 1586 (2002) The digital divide and education[13]
2004	N/M,2004	UK Film Council and BFI	Promoting Digital Literacy European Charter for Media Literacy[14]
2005	Oct, 2005	UNESCO	L'éducation aux médias enjeu des societés du savoir[15]
	Nov, 2005	UNESCO	The Alexandria Proclamation[16]
	Nov, 2005	European Parliament and Council	Recommendation of the European Parliament and of the Council on film heritage and the competiti-veness of related industrial activities [17]

2006	March, 2006	European Commission	The Media Literacy Expert Group[18]
	Sep, 2006	Council of Europe	Recommendation Rec (2006)12 of the Committee of Ministers to member states on empowering children in the new information and communications environment[19]
	Dec, 2006	European Parliament and Council	Recommendation of the European Parliament and of the Council on key competences for lifelong learning[20]
	Dec, 2006	European Commission	Public consultation on Media Literacy. Making sense of today's media content[21]
	Dec, 2006	European Parliament and Council	Recommendation of the European Parliament and of the Council on the protection of minors and human dignity and on the right of reply in relation to the competitiveness of the European audiovisual and on-line information services industry[22]
	Dec, 2006	European Parliament and Council	Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning[23]
	Dec, 2006	European Parliament	European Parliament resolution of 16 December 2008 on media literacy in a digital world[24]
2007	Jun, 2007	UNESCO	Paris Agenda or 12 recommendations for media education[25]
	Jun, 2007	UNESCO	L'éducation aux médias: avancées, obstacles, orientations, nouvelles depuis Grünwald: ver un changement d'échelle?[26]
	Nov, 2007	European Commission	European i2010 initiative on e-Inclusion to be a part of the information society[27]
	Dec, 2007	European Commission	Current Trends and Approaches to Media Literacy in Europe (2007)[28] European Audiovisual Media Service Directive (AMSD)[29]
2008	Feb, 2008	European Parliament	Recommendation 1799 (2007) of Parliament Assembly of the Council of Europe of The image of women in advertising[30]
	May, 2008	European Council	Council conclusions of 22 May 2008 on a European approach to media literacy in the digital environment[31]
	Oct, 2008	European Union	Opinion of the Committee of the Regions on 'Media literacy' and 'Creative content online'[32]
	Nov-Dec, 2008	European Commission	Working paper and recommendations from Digital Literacy High Level Expert Group e-Inclusion[33]

2009	Jul, 2009	Council of Europe	Recommendation of the Committee of Ministers to member states on measures to protect children against harmful content and behaviour and to promote their active participation in the new information and communications environment[34]
	July, Aug, 2009	European Commission	Study on Assessment Criteria for Media Literacy Levels (2009) - A comprehensive view of the concept of media literacy and an understanding of how media literacy levels in Europe should be assessed Commission Recommendation on media literacy in the digital environment for a more competitive audiovisual and content industry and an inclusive knowledge society[35]
	Nov, 2009	Council of Europe	Council conclusions on media literacy in the digital enviroment[36]
2010 2012	March, 2010	Council of Europe	Council Resolution on the enforcement of intellectual property rights in the internal market[37]
	May, 2010	European Union	Opinion of the Committee of the Regions on regional perspectives in developing media literacy and media education in EU educational policy[38]
	May, 2012	European Commission	Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions A Digital Agenda for Europe[39] EMEDUS European Media Literacy Education Study[40].

Table 2. Emedus Project

EMEDUS supports the development of policies on lifelong media literacy education at European and national levels.

Specific objectives of this research project are to:

- Analyze the various media literacy education approaches in national curricula across the European Union's 27 Member States;
- Analyze teachers' resources on media education, skills and competences and their relevance;
- Research informal learning and media resources available on media education, with specific attention to minorities;
- Contribute to the harmonization of tools used to measure media literacy skills and competences across different disciplines of education;
- Develop policy recommendations to sustain educational policies at national and European levels;
- Disseminate findings to a wide network of stakeholders involved in media literacy education across Europe.

What are the challenges?

- Media literacy is now a recognised fundamental skill for people of all ages to enhance their interests and exercise their rights as citizens in today's societies.
- Yet the concept of media literacy remains differently understood across the EU Member States. The end-points of media literacy education, the pedagogical tools, the necessary competences of teachers and evaluation methods also remain disparate – in the various countries, at various educational levels and in different learning sectors (formal, informal and non-formal).
- A thorough understanding of the current state of play will enable policy-makers to formulate policies that are based on best practices and are relevant in all national and social contexts.

Table 3. European indicators on MEDIA LITERACY

These indicators, based on the assessment study discussed above, and the study Towards Media and Information Literacy Indicators of UNESCO (2011), measure the development of different European countries in terms of media literacy.

COMPONENT	INDICATOR
DIMENSION	**USE**
Computer	Individuals who have participated in at least 5 of the computer related activities. (see word).
Internet	Individuals who have participated in at least 5 activities on the Internet
Balanced and active use of media	Individuals regularly (at least once a week, within the last three months) use the Internet
	Access to newspapers
	Individuals accessing Internet through a mobile phone via UMTS (3G)
	Individuals at least five times, within the last twelve months, going to the cinema
	Individuals at least five times, within the last twelve months, reading a book
	Individuals at least every day, within the last three months, watching television
	Individuals at least every day, within the last three months, listening to the radio
	Individuals at least every day, within the last three months, playing videogames
Advanced Internet use	Individuals having ordered/bought goods or services for private use over the Internet in the last three months
	Internet banking
	Interacting with public authorities
DIMENSION	**CRITICAL UNDERSTANDING**
Understanding Media content and the way it works	Reading texts (assessment, Testing)
	Classifying written and audiovisual texts (Assessment): analyzes, examines and extracts relevant media and information (UNESCO)
	Distinguishing media content (Assessment) Identifies the best and most useful media and information (UNESCO)
	Elements to which the user attaches importance to rely on information (Assessment)
	Protects personal data (UNESCO)
	Classifying media platforms and interactions systems (Assesment)
	Chooses appropriate media and information sources (UNESCO)

Knowledge about media and media regulation	Media concentration (Assessment) Media control (UNESCO)
	Knowledge and opinion regarding the media regulation subject (Assesment) Media regulation and policy ownership (UNESCO)
	Do you know which institution sanctions possible violations of the law operated by TV stations? (Assessment) Existence of regulatory authorities (UNESCO)
	Do you know the authorized institution to turn to when you notice something insulting, injurious or offensive on TV, radio or Internet? If the answer is yes, name it. (Assessment) Existence of regulatory authorities (UNESCO)
	Rules and rights applicable to media content (assessment) Media regulation and policy ownership (UNESCO) Rules and rights applicable to media content (TESTING)
	Perceptions of the watershed (ASSESSMENT) Perceptions of the watershed (TESTING)
	Knowledge about regulation on internet (ASSESSMENT) Media regulation and policy ownership (UNESCO) Knowledge about regulation on internet (TESTING)
	Author/ User rights (ASSESSMENT) Demonstrates ethical use of information (UNESCO) Author/ User rights (TESTING)
Use behaviour	Exploring information and critical search of information (ASSESSMENT) Analyzes, examines and extracts relevant media and information (UNESCO) Exploring information and critical search of information (TESTING)
	Checks made when visiting new websites (ASSESSMENT) Determines appropriate and revelant use of information (UNESCO)
	Judgements made about a website before entering personal details (ASSESSMENT) Protects personal data (UNESCO) Judgements made about a website before entering personal details (TESTING)
DIMENSION	**COMMUNICATIVE SKILLS. SOCIAL BEHAVIOR**
Engaging with social networking sites	Individuals engaged with social networking websites activities
Creating content to communicate and interact	Individuals creating content to communicate and interact
DIMENSION	**COMMUNICATIVE SKILLS. CITIZEN PARTICIPATION**
e-Participation	Individuals participating in citizenship activities
Using Social Networking Sites to Engage in Politics and Social Issues	Individuals using social networking websites to engage in politics and social issues
DIMENSION	**COMMUNICATIVE SKILLS. CONTENT CREATION**
User-created content	Individuals creating content in order to communicate.

Table 4. New media literacy indicators applied to people, institutions and corporations: Project DINAMIC

The Department of Communication and Education is also currently coordinating a research & development project funded by the Ministry of Science and Innovation called "DINAMIC": "Developing Individual and Corporate Media Literacy Indicators" ("Desarrollo de Indicadores de Alfabetización Mediática Individuales, Corporativos y Ciudadanos", 2012-2013). Unlike the indicators for countries, DINAMIC seeks to establish measurement and assessment systems for operational, cognitive and especially critical skills of people, and thus reveal the consequences that these skills have in personal and institutional development.

The essentials of project DINAMIC:

The main objective of the new initiative is to design a system of indicators for Media Literacy applicable to individuals, companies, corporations and collectives. In terms of inputs, DINAMIC will assess the skills and capabilities of individuals, both with respect to the use of ICT's and their potential to solve problems such as content creation, among others.

The first phase of the project will involve the analysis of the current situation of measuring indicators for Media Literacy defined by the international scientific community. In turn, the starting point will be the European indicators already developed by the research team of the department: Current Trends and Approaches to media literacy in Europe (2007) and the Study on Assessment Criteria for Media Literacy Levels (2009), both reference points in Europe.

The second stage of the project will include the development of a pilot study based on the application of tests and trials in order to rigorously measure the level of media literacy achieved by individuals and groups. The study will be applied in companies, schools, the media and government agencies.

The third phase of the project will include expansion of the field work to more sectors. Once tested, the DINAMIC indicators system will be presented as a rigorous measurement tool capable of assessing the level of media literacy of both individuals and groups in different settings (schools, businesses, government agencies and the media).

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Notes

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31 http://eur-lex.europa.eu/Notice.do?mode=dbl&lng1=en,es&lang=&lng2=bg,cs,da,de,el,en
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Evaluating the Effect of Outdoor Ads on Urban Coordination in Egypt's Historical Spots

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Urban coordination primarily aims to embrace the value of ethnic Egyptian culture and helps to create unity between civilization, unique environments and historical spots and structures. The research highlights the negative impact of outdoor ads. As much as it enhances public awareness, it degrades the precious Egyptian aesthetical and architectural landscapes if misused or misplaced.

The misguided use of advertising tools, for instance billboards, endangers the value of Egyptian historical treasures. It negatively affects the intercultural dialogue, which in turn hinders the respectful exchange or interaction between individuals, groups and organizations of different cultural backgrounds. From an aesthetic point of view, the study was divided into theoretical and field research. Data about the different changes happening at the chosen area was recorded, assembled and gathered. The research was carried out using a random sample and the data was collected via survey.

The results and collected data prove that the governmental authorities had a positive impact on the process of billboard development. Nevertheless, there was a recorded disorder in the process of positioning the outdoor ads, which eventually affected the aesthetical values in historical areas.

The author recommends further searching for new suitable solutions, which is of supreme importance in overcoming such negativity. Hopefully, the proper architectural means of outdoor advertising would be attained at the targeted area which equally demands a new strategy proposal for environmental advertisements.

Introduction

Urban coordination calls for civilization balance and tackles the importance of architectural, historical and aesthetical structural unity, which are lacking nowadays.

"Urban coordination in Egypt's historical spots" highlights advertising's importance in the lives of Egyptians. It focuses on outdoor ads as one of the most effective advertising tools side-by-side with the importance of organizing and arranging outdoor ads at the right place, form and message.[1]

One of the main reasons for this study is to stress the importance of harmonizing the Egyptian cityscape with respect to outdoor ads positioning and message, especially in traditional areas. Proper consideration of culture is an undeniable instrument of social interactive and communicative action that reflects the norms and values of the society.[2]

Research Problems

Advertising has a role in the enhancement of environmental awareness and urban harmonization and must comply with particular studies and specifications. Disregarding the appearance of unsuitable patterns reflects a lack of consideration of traditions, historical marks and different behaviors. Questioning ourselves for suitable solutions is mandatory in order to overcome such negativity.

Research Objectives

The research primarily aims to highlight the visual deformation in Islamic historical areas caused by inappropriate positioning of billboards.

Research Significance

The importance of this paper is due to a number of reasons:

First: previous studies showed a minimal focus on the important link between architecture and outdoor ads positioning and their mutual effect.

Second: urban coordination efforts and the impact of advertising on human behavior must be evaluated.

Methodology

The study is divided into two parts:
1. Theoretical research
1.1. Field research

1. Theoretical Research

Urban coordination concepts stress the importance of civilization balance, unity and homologous structures.

Through urban coordination principles and terms, one can create spaces having their own special identity and preservation with considering important religious, cultural, social, political, and economical factors.

One of the most treasured areas in Egypt is the **"Moaz Din Allah Al Fatamy"** district. It is an open air museum dating back more than a thousand years, and widely accessible to both the citizens of Cairo and tourists.[3]

Visitors are able to truly experience medieval Egyptian culture and history by being exposed to the main features and landmarks in Islamic architecture while concurrently learning more about their historical and aesthetical values from on-site resources.[4]

One of the major areas of visual pollution in this study are the ill-organized advertising banners, disregarding their historical value. This may cause a negative impression to be taken by the visitors. which might lessen their understanding and appreciation for the Egyptian heritage in the area.[5]

1.1. Field Research

This part examines and reveals the area of study, "Moaz Din Allah Al Fatamy**".** It analyzes the content of outdoor advertisements with respect to the historical buildings. Findings concluded that the problem lies in the usage and multiplicity of outdoor banners in the area of study leading to visual pollution in both form and content terms.

Considering the visual pollution aesthetical issue and corresponding negative impact, one's ability to enjoy a view will be undoubtedly impaired. In other words, pollution is the contamination of the environment as a result of human activities, and billboards are determined to be a contributory factor in this visual pollution.[6]

1.1.1. Data Analysis

First: The type and location of outdoor ads and the nature of the delivered message was studied.

a) Different types of outdoor ads inside the area of study.

Table 1. Types of outdoor ads inside the area of study

	Frequency	Percent
Ads on wall of buildings	26	29.9
Illuminated ads	16	18.4
Posters	15	17.2
Temporary ads	30	34.5
Total	87	100.0

Source: A list analysis of the form and content of advertising banners inside area of study.

The previous table shows the large number of ads and temporary banners in the area of study, which accounted for 34.5%. The ads that are installed on different walls, even on historical buildings accounted for 29.9%, while the posters accounted for 17.2%.

This result indicates that the temporary banners are frequently used inside the area of study in various aspects of advertising, including ads of purely personal content that are not related to the nature of the area.

b) Indicative elements inside the area of study and the nature of the connection that is achieved.

Table 2. Indicative elements inside the area

	Frequency	Percent
Beneficial signs	1	1.1
Functional signs	2	2.3
Landmarks signs	5	5.7
Warning signs	3	3.4
Different forms of indicative elements	76	87.4
Total	87	100.0

Source: A list analysis of the form and content of advertising banners inside area of study.

The previous table shows that the total percentage of indicative signs inside the area of study is 12.6%. It's a small percentage especially in an area of such historical significance. This proves that there is an awareness of the importance of demonstrative signs but it doesn't fully fit the significance of the area. Conversely, different forms of indicative elements mainly "primitive handwritten signs" accounted 87.4%. It was also noticed during field visits that people aren't even noticing or following any of the indicative signs.

c) Outdoor ad positioning

Table 3. Outdoor ads positions

	Frequency	Percent
On historical buildings facades	14	16.1
On buildings balcony	10	11.5
On commercial shops facades	44	50.6
On external stands	1	1.1
On pavements stands	11	12.6
Different outdoor ads positions	7	8.0
Total	87	100.0

Source: A list analysis of the form and content of advertising banners inside area of study.

The previous table indicates that the majority of the outdoors ads are installed on the facades of shops with different shapes, sizes and spaces accounting for 50.6%, contributing to the visual pollution in the area. The proportion of ads installed on the facades of historic buildings accounted for 16.1%. This is a serious mistake that degrades its aesthetical and heritage value.

The percentage of the ads installed on balconies of buildings and sidewalks account for 11.5% and 12.6%, respectively which is not a very big difference, yet, noticeable.

This indicates that there are multiple placements and random arrangements that adversely affect the visual perception of the area and its historical value.

Second: Content and artistic components of the ads.

a) Content of Ads

Table 4. Ads content

	Frequency	Percent
Logo	69	79.3
Slogan	1	1.1
Written text	15	17.2
Photographic image	2	2.3
Total	87	100.0

Source: A list analysis of the form and content of advertising banners inside area of study.

The previous table shows that most of the ads depend only on the brand's logo and slogan without paying proper attention to the ads' aesthetic side, accounted for 79.5%. While the percentage of ads that relied on written text only are accounted 17.2%, and ads with photographic images or drawings are of a very small percentage accounted for 2.3%.

b) Artistic elements of Ads

Table 5. Ads artistic elements

	Frequency	Percent
Balance	18	20.7
Variation	3	3.4
Contrast	26	29.9
Unity	2	2.3
Harmony	23	26.4
Total	72	82.8
Other forms of artistic elements	15	17.2
Total	87	100.0

Source: A list analysis of the form and content of advertising banners inside area of study.

The previous table shows that the majority of ads located in the study area are characterized by "contrast" between the artistic elements. This accounted for 29.9%. While ads with balanced elements accounted for 20.7% and harmony accounted for 26.5%. Nevertheless, most of the ads are characterized by noticeable poor design.

c) Images and graphics in the ad

Table 6. Ads with images and graphics of poor artistic and aesthetic standard

	Frequency	Percent
Image	28	32.2
Graphics	25	28.7
Total	53	60.9
Different forms of images	34	39.1
Total	87	100.0

Source: A list analysis of the form and content of advertising banners inside area of study.

The table above indicates the percentage of ads that contain images only accounted for 32.2%, while ads with graphics accounted for 28.7%.The results indicate that an overall percentage of 60.9% of ads contain pictures or free hand drawings with poor artistic and aesthetic standards, leading to visual deformation. Consequently, it had a negative impact on the area of study.

d) Images content

Table 7. Images content

	Frequency	Percent
Persons	19	21.8
Symbolic	27	31.0
Landscaping	1	1.1
Linked to the environment	3	3.4
Total	50	57.5
Different images content	37	42.5
Total	87	100.0

Source: A list analysis of the form and content of advertising banners inside area of study.

The previous table shows that the percentage of graphics used in the ads were mainly symbolic and used to denote something. This was at a rate of 31.0%, followed by the use of pictures of people only at 21.8%, mostly represented in

banners and posters concerning parliament or local elections. And a very small percentage of ads linked to the surrounding environment were recorded at 3.4%.

Third: Artistic design and aesthetics of outdoor advertising and its relationship to the architectural background.

a) Outdoor ad design compatibility with the architectural background.

Table 8. Advertisement Artistic Design

	Frequency	Percent
Islamic design	14	16.1
Diversified	70	80.5
Other artistic designs	3	3.4
Total	84	96.6
	87	100.0

Source: A list analysis of the form and content of advertising banners inside area of study.

The previous table indicates that diversified artistic design of outdoor ads in the area of study accounted for 80.5%, while the percentage of ads that took the background of the surrounding area and nature of the region and Islamic heritage of the area into consideration, accounted for 16.1%.

b) Advertising aesthetics and its relationship to the architectural background

Image 1. "El Moayed "mosque

Source: researcher's imaging

Image 2. Bab Zowela" entrance

Source: researcher's imaging

The above images are of two famous monuments inside the area of study. This clearly shows the lack of compatibility between most of the outdoor ads and the surrounding background and how such ads negatively affect the visual perception of the area. Ultimately, it proves that most of the advertisements designs and placement techniques don't blend with the Islamic historical identity of the area.

1.1.2. Statistical Analysis Outcome

- The non-existence of guiding elements inside the area of study, despite its historical importance, was concluded from the field study. In turn, it reflects the low degree of awareness as to the importance of indicative elements and their guiding role inside the area of study.

- The study proved that there is no relationship between the content of outdoor advertising and the surrounding environment. Most of the ads are characterized by a lack of harmony among their artistic elements, which leads to a stark contrast between the ads and the surrounding environment, in addition to ads that contain images mostly irrelative to the surrounding environment.

- As shown from the study, outdoor ads artistic design doesn't match with the architectural background and does not correspond to the nature of the Islamic region and its distinctive architectural style.

Conclusion

The study reveals that outdoor ads have an impact on an area of historical significance through the potential for "visual pollution".

Outdoor ads can cause visual and informational disorder and disregard important characteristics such as balance, harmony and unity in different areas and spots.

The study brings to light the lack of law and regulations in existence for controlling and limiting such negative impacts on historical areas.

Recommendations

- More consideration of the cultural revival of Egyptian historical monuments which is considered an important part of the cultural heritage. Studying the perfect means versus economical benefits is mandatory.

- Spreading means of treatment and raising people's awareness to overcome the limitation and disability found in the chosen area. An immediate rescue plan can be considered to omit such negativity, which can be summarized as visual pollution, dullness, monotony, lack of discipline and security.

- Following the laws and technical requirements in organizing outdoor ads is of great importance and must include:

- Locations, sizes, colors, and ways to install banners in accordance with the surrounding environment.

- Working on reaching suitable patterns for outdoor ad placement in Egypt that is compatible with the architectural background and nature of each area.

- Activating urban coordination laws for outdoor ad placement to reduce visual pollution and achieve aesthetic values, especially in the field of advertising due to its strong visual impact.

Notes

1   Imber, Jane, *"Dictionary of marketing terms"*, Barrons Educational Series Inc, New York, NY, 2000, p13. Print
2   http://www.Britannica.com. *Perception 2007*
3   http://www.ahewar.org. *Urban Planning Aesthetics* 2009
4   http://www.egyptarch.com. *Historical Cairo Islamic monuments* 2010.
5   http://www.kwse.info.*Visual Perception* 2012
6   Palmer. S.E., *Vision Science"*, Cambridge, MA: MIT Press, 1999, p76. Print

MILID Week

MILID Week:

Global and National Perspectives

Carolyn Wilson & Samy Tayie

The International Network on Media and Information Literacy and Intercultural Dialogue was 2011 created in line with UNESCO's mission and objectives, as well as the mandate of UNAOC, to serve as a catalyst and facilitator helping to give impetus to innovative projects aimed at reducing polarization among nations and cultures through mutual partnerships.

The main objectives of this network are to foster collaboration among member universities, to build capacity in each of the countries in order to empower them to take forward media and information literacy and intercultural dialogue, and in particular, to promote freedom of speech, freedom of information and the free flow of ideas and knowledge.

Specific objectives of this programme of collaboration include acting as an observatory for the role of media and information literacy (MIL) as a catalyst for civic participation, democracy and development, and to enhance intercultural and cooperative research on MIL. The programme also aims at promoting global actions relating to MIL (including the adaptation of the UNESCO MIL Curriculum for teacher education).

The Media and Information Literacy and Intercultural Dialogue (MILID) Week is one of the important events of the network. It is organized on a yearly basis in one of the member countries. The first MILID Week was organized in May, 2012 in Barcelona, Spain, and was hosted by Autonomous University of Barcelona. This year, the MILID Week will be organized in Cairo, Egypt and will be sponsored by Cairo University. This week is usually attended by representatives of all member universities. The meeting of the Network members is followed by a three-day congress which is attended by scholars from member countries, as well as from other parts of the world.

The network is expanding rapidly. In addition to the full members of the network, the door is open for other universities, media organizations and non-profit organizations to join as associate members of the network. Each member university may add associate members to the network.

The Canadian Example

The Canadian Media Literacy Week (MLW) can serve as an exciting example of what is possible at the national level for MILID. Media Literacy Week began in Canada in 2006, under the name National Media Education Week. While the name does not specifically include the term "information" literacy, the goal of the week is to promote and celebrate media and information literacy in schools, homes and communities across the country.

Canada is a country whose population of 32 million stretches for some 4,000 miles across a continent. Its inhabitants support a national culture of diversity which varies greatly from region to region. (According to Citizenship and Immigration Canada, Canada is home to over 200 different ethnicities). MLW highlights opportunities to participate in intercultural dialogue, as research, learning experiences and resources are exchanged across the country.

With the involvement of Canadian schools, libraries, and educational associations and organizations, Media Literacy Week participants seek to inspire a leap in Canadians' thinking towards media education as an important – and innovative – approach towards creating thoughtful, engaged and informed citizens.

Background and Context

In the Canadian context, media literacy is concerned with understanding how the media operate, how they create meaning and convey messages, how they can be used, and how to evaluate the information they present. Media literacy is also connected to democratic rights, active and responsible citizenship, and technological literacy. Media Literacy Week provides participants with the chance to promote diversity, pluralism and dialogue on media and cultural issues relevant to young people today.

While media literacy is included in curriculum documents in every province in Canada, and therefore is taught in elementary and secondary schools on a regular basis, educators are encouraged to see MLW as a unique opportunity to highlight and showcase their work and the work of students. MediaSmarts and the Canadian Teachers' Federation (CTF) work with teacher and media education associations, community groups and youth based organizations, to develop and promote a wide range of media education resources, professional development programs and youth activities in support of the week.

Canada's Media Literacy Week has been building momentum and gaining many collaborators since its launch in 2006. Each year has been a resounding success with educators, media professionals, broadcasters, community groups, academics and youth organizing events such as film festivals and parent

forums, media production workshops (for creating public service announcements, videos, websites, and podcasts) and workshops on a wide range of media-related topics in classrooms and libraries across the country.

Recognizing the importance of the first MLW in 2006, then CTF President Winston Carter said, "Media education is a forward-thinking strategy for engaging students to be thoughtful and informed citizens. The week is a call to action to educators, parents and community groups, government and media industries to work together to widely integrate media education in Canadian homes and schools".

Initiatives and Opportunities

Each year, MLW highlights a particular theme related to media literacy education, which serves to connect media literacy to the lives of students, communities and cultures. It provides opportunities for authentic learning by highlighting students' media experiences and creating community and classroom spaces that are participatory, democratic and transformational.

Recent themes have included the following:

- 2012: *Privacy Matters* shone a spotlight on the privacy, knowledge and skills that youth need for their online activities;

- 2011: *Digital Citizenship* called on Canadians to encourage young people to reflect on their online lives, and their rights and responsibilities as they navigate the digital world;

- 2010: *Gender Representation* highlighted the need for parents, educators and youth to talk about the ways in which gender is portrayed in the media, and how this can influence young people's perceptions of themselves and others;

- 2009: *Digital Literacy* focused on how parents can become actively involved in their children's networked lives;

- 2008: *Think Critically, Act Ethically: Inside and Outside the Classroom* encouraged young people to be ethical and responsible online citizens;

- 2007: *A lot goes into media. What do you take out?* urged viewers, listeners and readers to "deconstruct" the media and consider what goes into media creation, and what meaning and messages can be taken out of media texts.

- 2006: *Media Education – Make It Happen!* The inaugural week highlighted a number of resources and initiatives to support media education.

The week traditionally features face-to-face activities across the country, as well as virtual events, including webcasts and Tweet Chats. (Many previous events are archived on the MediaSmarts You Tube channel). In addition, there are numerous resources for teachers, students and parents to use during the week that are available on line at www.mediasmarts.ca. The heart of the Media Literacy Week website is *Media Education: Make It Happen!*, a series of free resources developed to help educators facilitate media literacy learning in their classrooms. *Media Education: Make It Happen!* resources include a friendly and informative booklet for teachers and librarians, and a PowerPoint presentation and facilitator's guide for professional development.

Media Literacy Week provides participants with a focused opportunity to connect through shared goals and initiatives, and to be inspired by the work of researchers, educators, students and community groups. Canada's MLW is an excellent example of a platform developed to not only bring attention to the significant media literacy initiatives taking place at a national level, but to bring the importance of media and information literacy and intercultural dialogue to the forefront of public discourse on a global scale.

PART 2

The International Clearinghouse on Children, Youth and Media at NORDICOM

Outlooks

Editors: Ulla Carlsson, Catharina Bucht & Maria Edström

Why a MILID Yearbook

Published by the International Clearinghouse on Children, Youth and Media?

Ulla Carlsson

Freedom of expression, independent media and media pluralism are pillars of democracy. The media are among the most powerful social forces of our time, and whether we are talking about the political, economic or cultural sphere, we cannot avoid taking them into account. Media, and not least the Internet, represent social and cultural resources that can empower people, in both their personal development and their development as members of society. Meanwhile, the conditions under which media operate are in flux, in part as a consequence of the digitally founded 'network society'. This, in turn, has altered the nature of public sphere, which is so vital to the function of democracy.

Today, we can live parallel existences, offline and online, and the line of demarcation between them – between virtual and real, private and public – is not always clear. Citizens of the network society need to know considerably more about media and information and to be able to examine media and information more critically. Media and information 'savvy' may well prove crucial to the future of democracy.

At the same time, access to this network society and the opportunities it affords is not equal for all. In the least developed countries young people make up nearly 70 per cent of the population, whereas in the industrialized regions of the world the figure is less than 25 per cent. Millions of young people in the world today live in poverty. Many lack access to media, information and knowledge. Poverty often means social and economic exclusion, poor schools, gender discrimination, unemployment and inadequate health systems.

Many researchers and international organizations – the United Nations, UNESCO, the World Bank, and several NGOs underline the links between human rights, freedom of expression, and the eradication of poverty. Access to a variety of media and online services is a vital factor for political, economic, social and cultural development. By identifying problems and instigating public discussion of them, the media can raise awareness and enable citizens to know their rights. Critical scrutiny, information and public education through the media can improve health, raise the level of formal education, reduce corruption and more – all important steps toward eradicating poverty.

From that point of view access to media, information and knowledge is fundamental.

Issues of democracy and development – not least the question of how to use media and communication both as tools and as a way to articulate processes of development and social change – are central. Globalization processes force us not only to focus more on transnational phenomena in general, but also to highlight social change and difference.

The communication society of today has enormous potential, not least for those who are young. We gain access to cultures and knowledge that only ten years ago were beyond our horizons, and we can make our voices heard in many different ways. In many parts of the world, however, some people fear that globalization poses a mortal threat to their society's and culture's uniqueness and see media as agents of a globalized cultural sphere. The fearful take measures to defend their identities, and when common cultural platforms can no longer be maintained, stockades are raised around local cultures, religious beliefs and communities. Thus, while horizons broaden, the world also seems to retreat further from us. Transcendence of boundaries and defense of boundaries are twin aspects of the globalization process.

Governments and social organizations in many different quarters are demanding more extensive control over the free flow of information via Internet and other electronic channels of communication. There is an ongoing battle against control and censorship on the web, a struggle to keep the media's potential out of the reach of vested interests, whether private or public.

And there are widespread fears regarding the risks young people expose themselves to on the web through anonymous encounters in the context of social networking – hate speech, meeting strangers, being groomed, stalked, etc. Other risks are self-harm, suicide, drugs, gambling, addiction, and commercial risks. On another front, we have issues relating to illegal downloading and the ramifications of the apparently crumbling institutions surrounding intellectual property rights.

For decades, researchers have studied how media influence culture and society and the effects media have on individuals. Today, these effects and

influences have to be assessed in a new context. It is no longer a matter of what media do to us; we also have to consider what we do with the media.

Research communities need to create platforms to achieve long-term goals through national, regional and international collaboration. In order to shed light on important issues there is a need for comparative projects much more open to holistic perspectives and cross-cultural and intercultural approaches than is the case at present. We need to learn more from one another, to share knowledge and context, and to work together.

And, there is a need to intensify the discussion of the internet of the future and, especially, issues relating to on whose terms the web should operate and whose needs it should fill. These issues touch on vital, broader values: What kind of society do we want? Who is this 'we'? Whose media, whose freedom? The importance of an awareness and sensitivity to political censorship and commercial barriers cannot be overstated.

In such a context media and information literacy constitutes a key competence, and intercultural dialogue an obligation.

These points frame the work of the International Clearinghouse on Children, Youth and Media at Nordicom, University of Gothenburg. The framework is also in harmony with the intentions behind the UNITWIN Cooperation Programme on Media and Information Literacy and Intercultural Dialogue, MILID. And this is why Nordicom has entered into collaboration with the UNITWIN Network and the International Clearinghouse on Children, Youth and Media – one fruit of which is this first MILID Yearbook.

Activities and Experiences of the International Clearinghouse on Children Youth and Media

The International Clearinghouse on Children Youth and Media has published fourteen yearbooks to date. In them, researchers and experts from all corners of the world have treated a wide variety of issues from many different perspectives.

It is the mission of the Clearinghouse to cast light on what is currently known about children, youth and media. One might say that we also help to bring order to a complex subject area, where many diverse views and interests converge and consensus in the research community is lacking. In recent years we have especially focused on media literacy, intercultural dialogues and the demands that the new digital media landscape poses – on children and adults alike.

The Clearinghouse addresses and serves a variety of professional and other user groups around the world. These include research communities, policy-makers at various levels, media practitioners, teachers, interest organizations, civil society organizations and others. Our guiding vision is to build and main-

tain a worldwide network. Today that network has more than one thousand members in more than 150 countries. Clearinghouse services reach users in practically every country of the world.

The global dimension is a core principle in the work of the Clearinghouse with respect to both the content we publish and distribute and the contributors who produce it.

Two of our books have been more widely circulated than the others. The first is, *Empowerment through Media Education. An Intercultural Dialogue,* which we produced in collaboration with Mentor Association, José Manuel Péres Tornero and Samy Tayie, and UNESCO. The book is based on two international conferences held in 2007: The 'First International Conference on Media Education' arranged in Riyadh, and the 'International Meeting on Media Education' in Paris on the theme, "Progress, Obstacles, New Trends since the Grünwald Declaration 1982".

The other book is the Yearbook 2009 – *Youth Engaging with the World. Media, Communication and Social Change* – edited by Thomas Tufte from Denmark and Florencia Enghel from Argentina. This book focuses on youth as a generation of actors and citizens who are increasingly exposed to and making use of media and ICT for entertainment and informational purposes, for social networking and mobilization, and for sharing knowledge. At the core of this creativity and these innovative practices is media and information literacy.

The popularity of these two titles may be taken as an indicator of the kind of knowledge that is in demand around the world today.

Intentions behind this OUTLOOK Section

The International Clearinghouse's intention in publishing this "Outlook" section of the first MILID Yearbook has been to gather relevant insights from different parts of the world – insights that can contribute to and stimulate knowledge, and discussions, concerning young people and media, media and information literacy and intercultural dialogue. These are but a sampling of all the studies and activities that are taking place around the world, but are seldom recognized outside their immediate context, despite the value of their contributions.

The challenge today is to develop policies that balance two somewhat conflicting goals: maximizing the potential of media and new information technologies and minimizing the risks they entail. This is a challenge facing many different actors – policy-makers, media companies, internet content providers, the schools, the research community, a range of civil society organizations, as well as young people, their parents and other adults. Meaningful strategy documents and goal-oriented programs need to be based on knowledge from both research and, not least, young people's experience.

It is particularly important that young people themselves be engaged in this work. Time and again young people have manifested an ability to use media, to produce content, to understand and interact with a variety of internet platforms like Facebook, Twitter, YouTube and innumerable blogs, as well as traditional media formats and technologies in many different contexts. Throughout history, young people have often been active participants in the manifestation of social change, and most times their creative uses of media and innovative practices of communication have been crucial in the process. Their competence can make a decisive contribution to the effort to find fruitful paths forward, toward the satisfaction of the two overriding goals.

Thanks to the array of means by which people can communicate across national frontiers today, young people are able to learn from one another as never before. This perspective has been a lodestar in our work to produce this portion of the *MILID Yearbook 2013*.

Research
Articles

*Media ∗ Culture ∗ Education ∗
Media and Information Literacy*

Cultures of Media and Information Literacies among the Young

South-North Viewpoints

Sirkku Kotilainen & Annikka Suoninen

Media and information literacies are regarded worldwide as core skills of active citizenship. The challenges seem to be in creating local versions of the global declarations and learning materials, which mostly present the ideal situation. What should be taken into account when planning local and international implementations of enhancing media and information literacies? Based on the statistical results of the Comparative Research on Youth Media Participation (2009-2011), the article presents, for example, different stages of access and differences in youth's active relations with media. The article suggests considering the sociocultural aspects of media and information literacies in international and local planning and implementation. As such, the general stage of multiple uses of media should reflect the social situation, which seems to affect the need to retrieve and communicate information, and should be considered in policies that promote users' possibilities to learn media and information literacies.

Introduction

Unequal living conditions and disparities, illiteracy and inadequate education, together with other social realities, construct young people's life worlds in the global context. Globalized media with their attractive, commercial forms of content and continually changing technologies are part of these social realities, as they reach an increasing number of youngsters around the world. As users of multiple media, young people develop their tastes and skills – of varying levels and types. Young people may even play active roles in their relations with media, for example communicating for their rights and for other social issues (e.g. Thomas Tufte & Florencia Enghel 2009). However, hardly anything is known about the young users or about the cultures of media and information literacies

that young people are practising on a global scale, although media and information skills are regarded worldwide as core skills of active citizenship.

For example, UNESCO has combined media and information literacies on the global scale and encouraged their integration into educational systems as a combined set of competencies, aiming to equip individuals with the competencies to be more critical, selective and skilled in their use of media and information. The Media and Information Literacy Curriculum for Teachers (2011), together with the Pedagogies of Media and Information Literacies (2012), put teachers at the centre of this process towards achieving the goals of the Grunwald Declaration (1982), the Alexandria Declaration (2005) and the UNESCO Paris Agenda (2007). (See more about the declarations at e.g. www.nordicom.gu.se) (See also e.g. Frau-Meigs & Torrent 2009).

The challenges seem to be in creating local versions of these global declarations and learning materials, which mostly present the ideal situation. Consequently, what should be taken into account when planning local and international implementations of enhancing media and information literacies? This article aims to answer this question based on the statistical results of the Comparative Research on Youth Media Participation (2009-2011), which focused on discovering ways of youth participation through media and the aspects of media and information literacies that young people are practising. These have been explored through questionnaires, interviews and media diaries among 11- to 18-year-olds in Argentina, Egypt, Finland, and India (state of Gujarat). Media diaries have also been collected in Kenya. In the four former countries combined, the total number of respondents to the questionnaires was 4,300.

Youngsters "producing citizenship 'presence'" through media is a dynamic field of study to which researchers should pay more attention globally (Enghel & Tufte 2011, 268-289). In general, research on children and young people in relation to media is still a relatively new phenomenon in many countries (Carlsson 2010). Moreover, theorizing media and information literacies combined from these two branches of study – media and information – is in its initial phases. Comparative Research on Youth Media Participation makes a contribution to these areas.

Funded by the Finnish Academy, the research has taken place mainly in collaboration with the universities of Jyväskylä and Tampere in Finland, the University of Cairo in Egypt, the University of Wisconsin – Madison in the United States, the Nokia Research Centre, and the Nordicom Clearinghouse on Children, Youth and Media. The collaborative research publication Kotilainen, Suoninen, Pathak-Shelat, Hirsjärvi, Tayie: "Youth Participation on Media: growing up Glocal" is forthcoming in 2013 via Nordicom.

Media and Information Literacies as Basis for Citizenship

Nico Carpentier (2011) starts his book on media participation with a description of 13- to 15-year-old boys producing a secret newspaper called VEDEM at a German concentration camp during World War II as a way of maintaining hope in a difficult situation. They produced essays, reviews, stories, poetry and drawings. Even today young people maintain hope for democracy in societies, sustaining environmental development, and other societal issues they regard important glocally, i.e. both globally and locally (Enghel & Tufte 2011; Tufte & Enghel 2009). Media and information literacy promotes individuals' rights to communicate and express, and to seek, receive, and impart information and ideas. In this article we refer to media and information literacies also as MIL (M = media, I = information and L = literacies).

Peter Dahlgren (2006, 273) states that civic competence cannot derive exclusively from political society: it emerges from the overall development of the subject. Thus, "non-political contexts of civil society can have a bearing on how people engage and manage in political contexts" (Ibid.). The question of how individuals create themselves into citizens is put on the agenda, as are their skills in expressing themselves through media, i.e. involving questions of social and cultural capital and identity. We must also consider youth participation not only as traditional political or civic engagement, but also in terms of cultural activities, as in the case of VEDEM (see also Kotilainen & Rantala 2009).

The emphasis of Comparative Research on Youth Media Participation is on the active role of children and young people in all media and in societies. Young people are considered not only as a single cultural phenomenon or as an audience, but also as multiple groupings and actors who are shaped by socio-cultural differences.

In this study, 'media' refers to all information technologies which provide public spaces and presentations for interacting with people as audiences, and for participating in and through media, embedded within social relationships and possibilities to participate in societies, as well as local and global communities. The term media includes the aspects of production, expression and reception as a process, which are also regarded as core elements of understanding in media literacies (cf. e.g. McQuail 2000; Buckingham 2003; Jenkins et al. 2009).

'Information' can be defined in countless ways. It can cover data (i.e. knowledge derived from a study experience) or instruction, signals or symbols. Simply put, information is data that have been collected, processed and interpreted in order to be presented in a usable form, with or without media technologies (Andretta 2005; Bruce 2003). Media offer the public a technological space for delivering information/data in the forms of media presentations (expression)

as content for interaction with audiences and users. Media and information are thus connected; both are necessary during the practices and processes of media production, expression/presentation and audience reception/ interaction.

Our research stems from the notions of multimodal trans-media literacies, cultural experiences, and cultural discourses young people acquire in their relationships with media, in spite of different kinds of sociocultural frames. The project approaches media literacies defined not only as individual abilities, but also as social practices embedded in certain cultural and political contexts (e.g. Kotilainen & Arnolds-Granlund 2010). Like in new literacy studies (NLS), 'writing', i.e. creating media, is regarded as being as central as 'reading' and interpreting media. This notion of the social nature of literacy replaces the one 'literacy' with *literacies* – skilled and purposeful engagements with the meanings that literacies produce (see e.g. Knobel & Lankshear 2007). Media literacies are practices that help participation and engagement through and with media. Skills in media literacies may encourage the production of content for selected audiences as well as learning through collaboration with peers and adults through media. Media literacies include attitudes, as critical judgements and ethical reflections on media (see e.g. Kotilainen et al. 2011; Jenkins et al. 2009).

Information-literate people possess basic skills for critical thinking, analysing information and using it for self-expression to become independent learners, producers, informed citizens, professionals, and to participate in the governance and democratic processes of their societies (see e.g. Bundy 2004; Andretta 2005; Bruce 2003; Casacuberta 2007; Bates 2009). The elements of information literacy include, for example, recognizing information needs, determining sources of information, locating or searching for information, analysing and evaluating the quality of information, and organizing, storing, or archiving information (e.g. Francke et al. 2011).

Media and Information Literacy in the Analysis

There are several thematic areas in which media and information literacies share a common ground and support each other. For the data analysis, common parts have been collected and used as inspiration for questions to try to answer using the statistical data. Common themes in three areas have been formulated as: (1) practices in media use and motives to use media; (2) activities, participation in events through public media; and (3) ethical reflections including media criticism. For this article, the questions in bold below have been analysed in the data:

I *Practices in media use and motives for media use*

- **wants to learn media uses, media skills etc.?**

- **wants to find out about certain topics/information through media (recognizes, identifies one's own information needs)?**

- solves problems concerning uses of media and searching for information?

- has difficulties with media/uses of media or searching for information?

- **helps others with media or information searches?**

- **uses multiple sources of information and forms of media?**

II *Activities, participation in events through public media*

- **produces or co-produces some media content?**

- **expresses something through public media (participation through media)?**

- **interested in international issues through media?**

- determines what events to participate in through media?

III *Ethical reflections including media criticism*

- reflects ethically on the uses of media (self, others)?

- reflects ethically on content offered by public media?

- **thinks critically regarding media: analyses and evaluates the quality of information: reflects on reliability?**

- has judgments, concerns…

Perspectives from the South and the North

Comparative Research on Youth Media Participation is focused mainly on the South, as the only participating northern country is Finland, a small country with approximately five million inhabitants, situated in Northern Europe (alongside other Nordic countries such as Sweden, Norway and Denmark). Finland cannot form the total picture of 'the North'. Argentina, Egypt and India, which represent the South, form a mixture of different cultures; furthermore, each has millions more inhabitants than Finland. Emphasizing the South is valid because of the ever-increasing amount of Western research on young people and media, so there is a need for more child and media research in the South (see e.g. Carlsson 2010). Increasing the perspectives from the South has also been the main criterion for the selection of countries for the study. In In-

dia the project was carried in one state only, namely Gujarat in northern India. As India is a huge country both according the geographical size and the size of population, we will refer only to Gujarat when presenting the empirical results of the project.

Although Finland is the smallest participant, the practicalities of the study have been mainly Northern and Western. The process has been led from Finland (including statistical analyses and three postdoc researchers in the project), with the other countries contributing one or two researchers. Still, Northerners cannot say anything about media and information literacies in the Southern countries without local expert researchers; not even through statistics. This is why, in the planning of the study's implementation, questionnaires and interpretations of the analysis have been a collaborative process with native researchers from participating countries. There has been a responsible researcher in every country for the collection of the data and for the whole study locally.

The primary focus has not been on looking for differences between countries, as these would be quite obvious in the case of such different countries; rather, it has been on looking for similarities in youth media participation and in practices of media and information literacies. Statistically, the study concentrates on comparisons between, for example, different age groups, different genders and rural vs. urban areas, within countries and between countries. The survey sampling is based on four criteria: age, gender, geographical location, and the socio-economic background of the young people.

The first major decision to be made before sampling was the age of the informants. We wanted to include several age groups in order to recognize the age trends among young people. Eleven- to 12-year-olds were selected as the youngest age group, because at this age pupils are able to fill in written questionnaires without major difficulties. Seventeen- to 18-year-olds were selected as the oldest age group, as they (or at least most of them) could be reached through schools in all participating countries.

We decided to concentrate the data collection in each country on two geographical areas: one urban and one rural. All the data, including interviews, media diaries and questionnaire data were to be collected from these two geographical areas if possible, practically in the capital of the country/state and one rural area far from the capital. In all participating countries/states half of the data were gathered in the selected urban area and half in the selected rural one, independent of the distribution of population between the two areas. According to UN statistics, the proportion of urban population varied from 30% in India and 43% in Egypt to 85% in Finland and 92% in Argentina (United Nations Demographic and Social Statistics, http://unstats.un.org/unsd/demographic/ products/ socind/hum-sets.htm).

Furthermore, the definition of 'urban' varies from country to country. In Finland, the urban data were collected in the Helsinki metropolitan area with

its approximately one million inhabitants (the city of Helsinki alone has about 500,000). In Argentina, urban meant Buenos Aires with almost three million inhabitants and in Egypt Cairo with almost seven million inhabitants. In Gujarat the urban data were gathered in two separate urban areas: Ahmedabad, with some six million inhabitants, and Vadodara with around two million.

While doing research in four different cultures on four different continents we encountered various obstacles, starting with practical problems, as the countries are situated in different hemispheres and the organization of the school year varies greatly from country to country. Some basic cultural differences had to be taken into account when preparing the questionnaire; for example, a question about "searching for information about sexuality" could not be included in the questionnaire in Argentina and Egypt for religious reasons. Neither could we include questions that would have suggested any criticism of media censorship in Egypt as it is a governmental practice there.

There were some obstacles we could not have prepared for. We lost track of some Indian and Egyptian questionnaires for some weeks, as they were held up at an airport because of the volcanic eruptions in Iceland. The data collection in Egypt was also interrupted for a couple of months because of the events of the Arab Spring. In fact, part of the questionnaires from rural Egypt were collected only after the revolution.

In hindsight, although we tried to be open to different cultures, it is obvious that some amount of 'Western cultural imperialism' was inevitable; this has a great deal to do with the fact that the theories and former research originate mainly in the West. For example, in our questionnaire we had a good deal of questions about computer and Internet skills; however, these questions were not very relevant in rural Gujarat, where only a third of the respondents had access to the Internet anywhere and 13% had Internet access at home (In comparison, 99% of Finnish respondents living in both rural and urban areas had access to the Internet at home).

Comparative Results on the Aspects of Media and Information Literacies

The analysis is still ongoing; the final results will be available in Kotilainen et al. 2013 (forthcoming). In this paper we will discuss results partly related to the three themes of media and information literacies: (1) practices in media use, including motives for using media; (2) activities, participation in events through public media; and (3) ethical reflections, including media criticism. But first, we will offer some remarks on the access to and the use of media among respondents.

There are rather notable differences in the access to different media equipment between participating countries, and between urban and rural areas in each country. Obviously, these differences in access also have effects on the media use and practices of media and information literacies.

In the questionnaire, the young respondents were asked about their access to ten different media technologies (newspapers, magazines, radio, television, video or DVD player, music player, game console, computer, Internet connection and mobile phone), regarding whether these were in their personal possession, available at home, available somewhere else, or not available at all. On average, the Finnish respondents had access to 9.3 of these devices at home, while in Argentina this figure was 8.0, in Egypt 6.5, and in Gujarat 5.8. In all the countries, home access to several media devices was more common in urban than in rural areas, but the differences in media access between rural and urban areas were the greatest in Egypt and Gujarat. The differences between countries remain when we look at the number of media devices that are not available (either at home or anywhere else): in Gujarat the average number of totally non-available media devices is 2.6, in Egypt 1.7, in Argentina 1.0 and in Finland 0.2.

In each country over 95% of respondents had access to television and mobile phones, either at home or somewhere else. In Gujarat (especially in rural areas) half of the young people had no access to the Internet or game consoles, a third had no access to a computer, radio or magazines, and a fourth had no access to a music player (e.g. CD, cassette, Mp3) or video player (e.g. VHS, DVD, Blu-ray). In Egypt, a third had no access to a game console or video player, and a fourth had no access to a music player. In Argentina, a fourth had no access to a game console.

Figure 1. Number of Different Media Devices Available at Home (maximum ten different pieces of media equipment), country/state means within different age groups
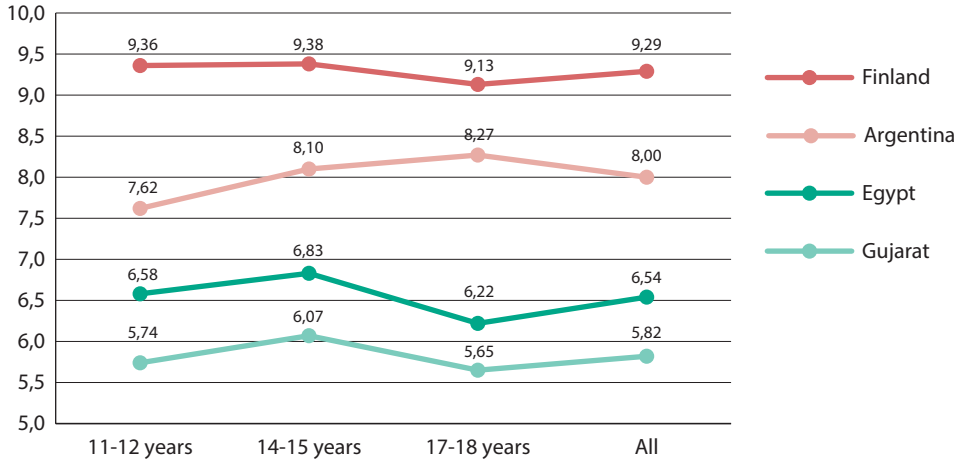
The inequalities in access between urban and rural areas are clear when we look in more detail at the access to one particular medium, the Internet. In Gujarat, two-thirds of urban respondents have online access at least some-where, while two-thirds of rural respondents have no access at all. In Egypt over 80% of both urban and rural youngsters have Internet access, while two-thirds of urban respondents, but only half of rural ones, had Internet available at home. In Argentina, there was a smaller difference in access both inside and outside the home. In Finland practically everyone had Internet access at home, and in urban areas young people could more often access the Internet in their own rooms or through a personal device.

Figure 2. Access to Internet in Urban and Rural areas
(% of respondents by country/state)

	Personal	At home	Somewhere else	Not available

	Personal	At home	Somewhere else	Not available
Gujarat – rural	5	8	20	67
Gujarat – urban	12	33	18	37
Egypt – rural	11	39	32	18
Egypt – urban	23	49	11	17
Argentina – rural	16	49	13	22
Argentina – urban	28	52	9	11
Finland - rural	39	59		2
Finland – urban	47	52		1
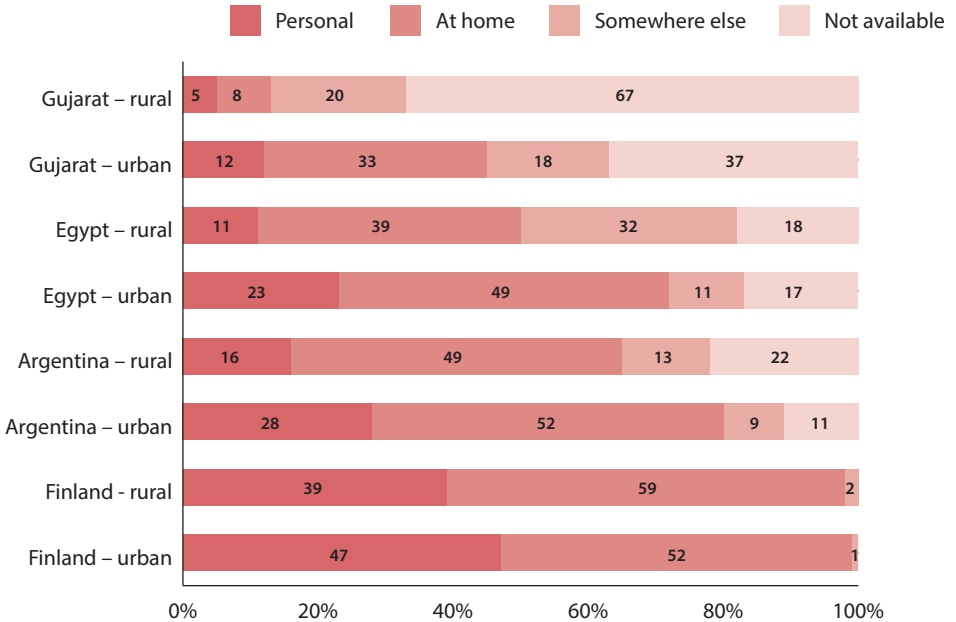
The use of a given medium is quite obviously connected to the access to it. Therefore, the number of different media used weekly varied greatly depending on the number of different media devices available. The respondents were asked about the use of twelve different types of media (newspapers, magazines, online papers, books, television programmes, videos or DVDs, radio, music recordings, digital games, Internet, computer for other purposes than gaming or using the Internet, and mobile phone). The Finnish respondents used an average of 7.9 of these weekly; in Argentina the corresponding figure was 7.1, in Egypt 5.6 and in Gujarat 5.1. In Egypt and Gujarat, boys and urban residents used a significantly wider selection of media weekly than did girls or the rural young people; in Finland and Argentina, these differences were small or nonexistent.

Practices and Motives in Media Use

However, although the differences in access to different media devices and the number of different media used on a regular basis varied between the countries, between the rural and urban areas within one country, and also between young people from the poorer and the wealthier regions of a city or area, we know from our qualitative results that the motives for using media seem to be

very similar in all countries. These motives include maintaining one's social network, having fun and playing, gathering information, and, enhancing one's own skills by practising with media (cf. Kotilainen et al. 2011).

In all participating countries, young people seemed to be interested in different types of media; about 80% of the respondents either agreed or totally agreed with the statement "I'm eager to try out different types of media and media technologies". In all participating countries it was more common among urban than rural youngsters to agree with this statement. It was more common among boys than girls to totally agree with the statement, but most girls also either agreed or totally agreed with it.

The media access situation did, however, affect WHICH media and HOW MANY different media were used for which purpose. For example, about 75% of all the young people sought information about news, current affairs or politics via media. In Egypt the most common medium was television and in Gujarat and Argentina a combination of television and newspapers, while in Finland websites were the most common medium used for seeking news information (together with newspapers, television and online papers). In Finland almost half of the respondents (43%), and in Argentina and Gujarat almost a third (31% in Gujarat and 29% in Argentina), sought news information from at least three different media, while in Egypt only 13% of the respondents did so.

Figure 3. Percentages of Respondents who Seek Information about News, Current Affairs and Politics via Different Media by Country/state
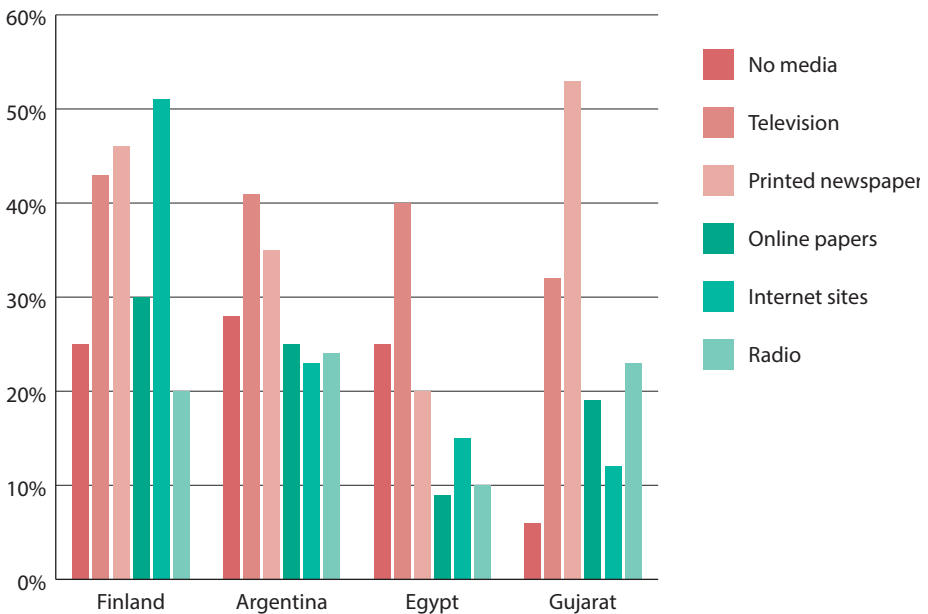
About 90% of all the young people used media to search information for school work. Using media for school work was most common in Argentina and Egypt, and least common in Finland. A fifth of the Finnish 11- to 15-year-old respondents stated that they did not seek information for school work via any media, while only less than 10% claimed so in other countries. (We cannot be quite sure whether the instructions were exactly the same in each country; school textbooks were not meant to be counted as media material in this question.) In Argentina 63% of the respondents used at least three different media for seeking information for schoolwork, while this number was 35% in Finland, 31% in Egypt and 23% in Gujarat. In Egypt and Gujarat, books were used for this purpose far more often than any other media (69% used books in Egypt and 62% in Gujarat, while about a fourth used any other media), while in Finland the Internet was used as an information source more often than books (72% used the Internet and 47% used books) and in Argentina books and the Internet were almost equally popular (63% used books and 59% the Internet).

Media are used also for several other purposes. The questionnaire included questions about using media for spending time or making contact with other people. Some 60% of all respondents said they used some form of media when they wanted to spend time with family or friends; in Argentina these percentages were around 90%, in Egypt only 30%. About 80% of all the respondents used some media type (including telephone and mobile phone) to keep in touch with their friends; in Finland this was the case for 94% of the respondents, in Gujarat for 67% of the respondents.

Using media can be a social event: learning media skills can also be a social process. The questionnaire included two statements about the social learning of media technology skills. Respondents were asked whether they agreed or disagreed with two separate statements: "I often help my friends when they have problems with computer programs or with the Internet" and "I often have to ask for advice from friends and family about using media equipment or computer programs". From the answers it became clear than this kind of giving and receiving of help was very common, particularly in those countries where access to computers and the Internet was lower and therefore a majority of young people were still developing their computer skills.

In all participating countries, a considerable part of the respondents either agreed or totally agreed with the statement "I often help my friends when they have problems with computer programs or with the Internet"; in Finland this percentage was 62%, in Argentina 74%, in Egypt 70% and in Gujarat 72%. Boys totally agreed with this statement more often than girls did, but the only country with a clear gender difference was Finland, where 71% of the boys but only 53% of the girls agreed with the statement. Eleven- to 12-year-old respondents also helped their friends more often than the older ones did.

However, a majority of youngsters in three of the four countries also agreed with the statement "I often have to ask for advice from friends and family about using media equipment or computer programs". In Argentina 60% of the respondents either totally agreed or agreed with this statement; in Egypt this figure was 80%, and in Gujarat 71%. In Finland, conversely, only 20% agreed with the statement. In Gujarat the older respondents reported a need for this kind of advice more often than the younger ones did, while in other countries younger respondents needed more help than the older ones did. This is probably because in Gujarat many younger respondents did not use computers or the Internet much – at least not outside school – and therefore needed no help from friends or family.

Table 1. Giving and Receiving Help in Using Media Technology, Computers and the Internet (Percentages within country/state)

"I often have to ask for advice from friends and family about using media equipment or computer programs."	"I often help my friends when they have problems with computer programs or with the Internet."		
		Agree	Disagree
	Agree	Finland: 12%	Finland: 8%
		Argentina: 47%	Argentina: 13%
		Egypt: 59%	Egypt: 21%
		Gujarat 50%	Gujarat 20%
	Disagree	Finland: 50%	Finland: 30%
		Argentina: 27%	Argentina: 13%
		Egypt: 11%	Egypt: 8%
		Gujarat 22%	Gujarat 8%

The above table shows that half of the respondents in Argentina, Egypt and Gujarat were both giving and receiving help and advice, while in Finland this percentage was only 12%. Half of the Finnish respondents were giving but not receiving help, and 30% were doing neither. This country difference remains even in the answers within different age groups. One possible explanation for this is that Finnish respondents had had access to different kinds of media technology, including computers and the Internet, from early childhood on, and therefore had more confidence regarding their media technology and computer skills and did not feel they needed advice – at least not often.

Activities, Participation in Events through Public Media

Over half of the respondents had published their opinions through some medium. The percentages varied from 40% in Egypt to 70% in Finland. There might have been some cultural differences in understanding the question, as the answers in Gujarat differed considerably from those from three other countries. In Gujarat, 30% of all the respondents and 44% of the youngest age group said they had published their opinions by preparing media content for some type of media connected to the school (e.g., school paper or school radio channel), while this percentage was less than 20% in the three other countries. Gujarati respondents also reported having published some content in mainstream media (newspapers, radio or television) far more often than did the youngsters in other countries: in India a fourth of all respondents and over a third of the youngest age group reported this, while in other counties this percentage was only around 10%. In all the countries, less than 5% said they had published printed or online papers alone or with others.

In all the countries, young people had published their opinions mostly by means involving little (if any) gatekeeping by the media institutions: e.g. writing on online discussion sites, publishing their own videos online or calling in or sending messages to a radio or television programme. These kinds of channels with no (or very little) gatekeeping were used by 40% of the Gujarati respondents, 42% of the Egyptians, 49% of the Argentines and 67% of the Finns. However, the most common ways of publishing opinions were rather 'passive': signing online petitions and taking part in polls arranged by media.

The questionnaire contained no particular questions about international activities; we therefore cannot say which parts of online activities, for instance, were done on international platforms or channels. However, some two-thirds of all the respondents in the two older age groups (14- to 18-year-olds) followed foreign or international news through media; this percentage was 86% in Finland, 61% in both Argentina and Gujarat, and 43% in Egypt. Forty per cent of all respondents in these age groups also discussed this news with friends or family: over half of the Finnish respondents, 44% of the Egyptians and about a third of both the Argentine and Gujarati respondents. Twelve per cent of teenagers also said they participated in public media discussions on this subject, 9% submitted material produced by others to their friends through media, and 5% said they created and published material on this subject.

Figure 4. *Media Activities Connected to Foreign or International News*
(% of 14- to 18-year-old respondents by country/state)
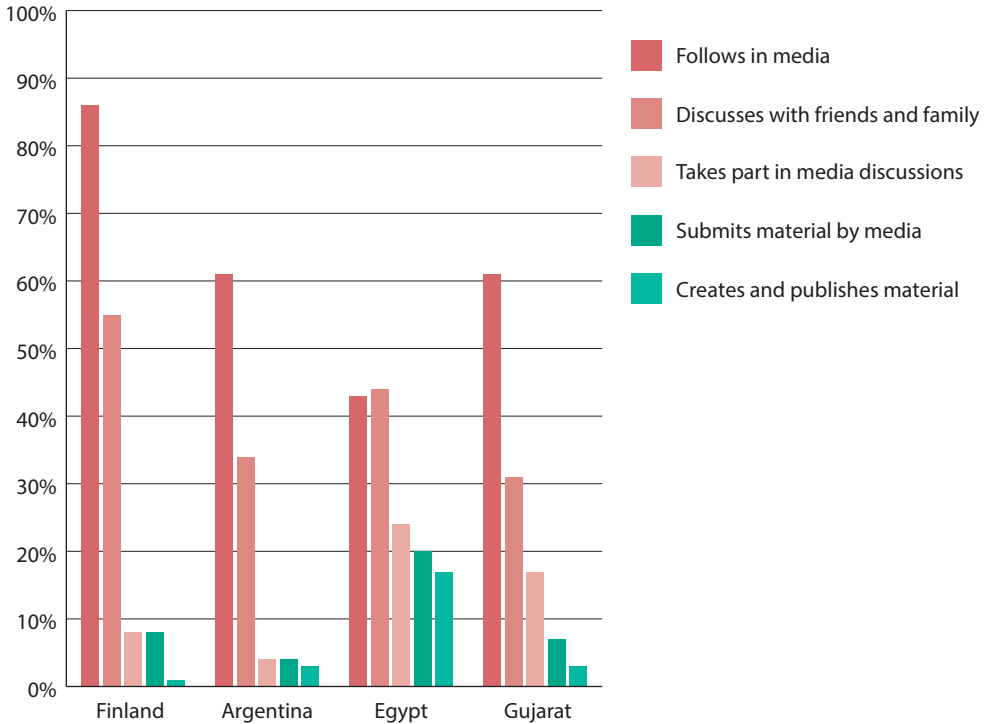
The Egyptian respondents reported a much more active role in submitting and creating news material through media than did the young people in the other countries. Yet this is understandable, considering that the data were gathered in Egypt mostly during December 2010 and January 2011 – just before and during the Arab Spring. A fourth of Egyptian 14- to 18-year-olds also reported having published self-made media material on the domestic news, while only 2% had done this in other countries.

Ethical Reflections Including Media Criticism

Being critical of media seems to increase with age: for example, the older respondents trusted advertisements and newspaper news less than the younger respondents did. Egypt, however, was an interesting exception to this rule, as the older respondents were *less* critical than the younger ones were.

In all, the Egyptian young people seemed to be far less critical of media than were their counterparts in the three other countries. For example, in Egypt 77% of the respondents totally agreed and 95% either agreed or totally agreed with the statement "If news is printed in a newspaper, it must be true", while in the other countries only about a fifth totally agreed and some two-thirds either agreed or totally agreed. In Egypt 81% of the oldest age group and 69% of the youngest age group totally agreed with the statement, while in all other countries the age trend was the opposite. Some 31% of the youngest respondents in Finland, 30% in Argentina and 28% in Gujarat totally agreed with the statement, while the figures for the oldest respondents were 11% in Finland, 12% in Argentina and 18% in Gujarat.

It was also more common among Egyptian respondents to agree with the statement "Commercials and advertisements give correct information about products". In Egypt 28%, in Gujarat 16%, in Argentina 12% and in Finland 4% of the respondents totally agreed with this statement. The percentages of those who either agreed or totally agreed with the statement were 49% in Egypt, 54% in Gujarat, 34% in Argentina and 25% in Finland. As in the case of trusting the newspapers, older Egyptian respondents trusted commercials more than younger ones did: 35% of the oldest age group and 24% of the youngest age group totally agreed with the statement.

One important media skill is the ability to differentiate between factual and fictional media content. Most respondents appeared confident in their ability to make this distinction, as 85% of all young people either totally agreed or agreed with the statement "It is easy to distinguish between informative programming and entertainment in television and radio programming". In Finland 92%, in Argentina 89%, in Egypt 80% and in Gujarat 79% agreed with this statement. Confidence in one's own abilities might not, however, mean that the person is actually able to make a distinction between factual and fictional content, as younger respondents were somewhat *more* confident of their own abilities than older ones were; this was especially the case in Finland and Argentina, while in Egypt there was no major difference between age groups and in Gujarat the confidence in one's ability to make this distinction increased with age.

Conclusion: Sociocultural Aspects on MIL are Worth Considering

Comparative Research on Youth Media Participation highlights the importance of studies of this kind. In the comparative setting, it mainly produces information for the international planning of media and information literacies. For local planning, this research makes visible those localities which have been involved in the study. By conducting audience research or a local study, it is possible to familiarize oneself with the situation and the needs to enhance media and information literacies. The present research, for instance, indicates *the stages of multiple and personal uses of media* together with choices of information and meaning-making, which construct one sociocultural aspect of youth practices of MIL.

The results show the inequality of media access among the young in different areas, i.e. between the North and the South and between urban and rural areas in the Southern countries. Based on the results, different developmental phases of user cultures can be termed as 'non-access at home', 'access at home' and 'personal access at home'. In rural areas in the South, especially Gujarat, young people had no media access at home. The next phase, 'access at home' was visible particularly in Egypt, where access was found in several homes, mainly in urban but also rural areas. In Finland (North) one can say that the young generation has been born into a highly mediated culture. These young respondents have mostly personal access to media at home, particularly to the Internet, and there is no difference between urban or rural areas. Argentina (South) appears to be an in-between country, having all these phases in process.

Based on the results we can say that the more young people with access to multiple media, the more multiple their uses of media appear to be. Moreover, in all countries young people were interested in different types of media and eager to try out media technologies.

Another sociocultural aspect is the *political situation* in everyday life, which frames youth practices of MIL. According to the results, Egyptian respondents reported a much more active role in submitting and creating news material through media than did their counterparts in the other countries. This is quite understandable, as the data were gathered in Egypt just before and during the Arab Spring. The political situation in a country, on a continent, or in some youth-specific question is related to the need to retrieve and communicate information.

Moreover, the research shows the relation between one's critical attitude towards media and the political situation. A critical attitude towards media seems to develop with age; for example, older respondents trusted advertisements and newspaper news less often than younger respondents did. Egypt was an excep-

tion to this rule, however, as the older respondents were less critical than the younger ones were. The national censorship in this country has probably not supported a critical attitude towards media; or perhaps the young people gave these kinds of answers because the questionnaires were filled in at school, i.e. the older respondents had learned not to trust anyone.

The third aspect worth taking into account when planning MIL programmes, for instance, are the *possibilities to learn media and information literacies*. In this research, the social learning of media (computer) skills was particularly crucial among those with lower levels of access. The answers showed that this kind of giving and receiving of help was very common especially in those countries where computer and online access was lower and a majority of youngsters were therefore still developing their computer skills. The group most confident in their own media skills were Finnish boys. Boys were more confident in themselves than girls were in other countries as well. How should this result, for example, be understood regarding pedagogical planning and educational policies concerning MIL? How should MIL appear in the curricula regarding gender sensitivity?

Sociocultural aspects of youth practices in media and information literacies are given in Figure 5.

Figure 5. Sociocultural Frames of Youth Practices in MIL

Stage of multiple and personal uses of media (choice of sources & meaning-making)

Political situation:
need to communicate information

Possibilities for learning MIL:
e.g. peer and classroom learning,
educational policies
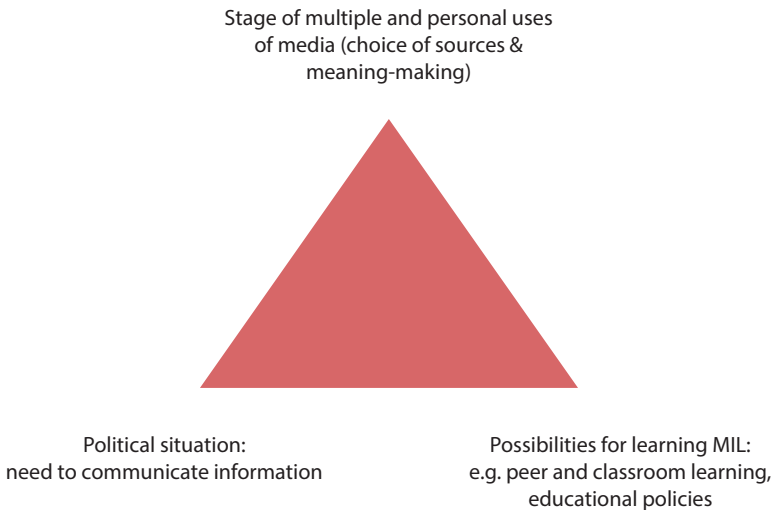
The sociocultural aspects shown above include, firstly, the general stage of multiple and personal uses of media – international, as in this research, or more local. Regarding the young users in this study, an important stage is the level of access at home, described here as 'non-access at home', 'access at home' and 'personal access at home'. The quality of access in this respect leads to different kinds of possibilities for choosing information sources, meaning-making and activities in relation to media, i.e. media participation (see also e.g. Carpentier 2011). Conducting this kind of audience research locally as well from time to time is worth considering, as a basis for the development of curricula and other MIL programmes. For example, in Finland the Ministry of Education and Culture has funded a special Media Barometer Study for Children and Young People annually since 2010 (English abstract available online at: http://www.mediaeducation.fi/publications/ISBN%20978-952-67693-2-5.pdf). Most important is that international and national planning officers and organizations familiarize themselves with at least the access rates, differences in media use, etc., as a basis for planning.

Additionally, the social and political situation seems to affect the need to communicate information among users of media, as has been case in Egypt in this study (see other examples in e.g. Enghel & Tufte 2011). This has implications on the resources for implementing MIL, content of MIL and pedagogic projects, which all are dependent on a country's peacefulness or its stage of recovery from a crisis. In peaceful environments the focus should be on all levels, content, and pedagogic modes of MIL. However, in the case of Egypt after the uprising and the evolution of a new democracy, this study suggests that it is important to emphasize media criticism and ethical reflections together with participatory activities in relation to media among young people. Moreover, there seems to be a will to develop this area at the University of Cairo, which is involved in the international UNESCO-based cooperation.

Finally, local and transnational policies either promote or restrict young people's or any other users' possibilities to learn media and information literacies, which is the third sociocultural aspect of youth practices in MIL. Peer learning takes place online, but educational and research policies play important roles in spreading MIL in schools, youth clubs and NGOs and in developing the field of study both locally and globally. Possibilities for young people to learn MIL are at several stages around the globe, and local implementations vary. Resources, materials, curricula, research and teaching are developing in several countries (see e.g. Carlsson et al. 2008). Based on this research, the development areas include content and forms of MIL in, and collaboration with actors on, this subject. For example, the need for gender sensitivity should be taken into account in planning content and pedagogic forms of implementation, as well as in research. Locally, for example, schools could benefit from collaborating

with actors outside the school such as youth clubs, media and NGOs related to young people. On the international level, all MIL actors including universities, governments and NGOs would benefit from collaborating with each other. Global collaborative actors such as the International Clearinghouse on Children, Youth and Media at Nordicom and the UNESCO UNITWIN professorship on MIL can conduct public actions, like this publication or conferences, to spread and enhance media and information literacies around the globe.

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Educational Challenges in Times of Mass Self-communication

A Dialogue among Audiences*

Guillermo Orozco, Eva Navarro & Agustín García-Matilla

This text is an approach on two leading topics: the changes emerging in the way audiences deal with new and old media, and, the multiple processes of reception and interaction occurring as a result of the information and communication systems. Audiences are seemingly devising new roles as creators and senders of media products which they exchange through a variety of languages, formats and technologies. Significant differences are emerging between widespread consumption and connectivity, and the authentic, horizontal and creative participation of audiences. This paper also develops a proposal that is educational, communicative and pedagogical for this changing and polymorphous audience repositioning. This proposal is based on the tradition of the Latin American Critical Pedagogy of Communication course offered by the Communication Studies department of the University of Valladolid (UVa) in Segovia. The study of Communication, Education and Society in a Digital Context is part of the degree course in Communication at the UVa, which was established with the aim of developing and reinforcing the skills required to achieve a global dialogue in the field of communication and education. The main goal of communicative competence, media education, media literacy and digital literacy is to instruct on the techniques and skills needed to produce and explore the application of media contents. The increasing technical, communicative and cultural complexity of these and other pedagogical initiatives are fully discussed in this article.

Introduction

What is changing and what stays the same in audience and screen interaction? Are audiences a dying breed in the society of networks? Is the age of being mere passive receivers of media over, and with it the media's traditional modes

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of educommuncating with their audiences? As social subjects on the move from one communicative form to another, are we now different from when we interacted with screens? What are the conditions that mark this new culture of dialogue? Now that we represent many different types of audience, does that change us as citizens and allow us to be more assertive and creative; are we empowered? How can educommunication respond to these challenges and be culturally, socially and politically relevant today?

We tackle these questions in order to respond to and reject certain implausible suppositions that these issues present, both in terms of the mass migration to the digital world and the use of social networks and the predicted «death» of television and other hegemonic mass media (Carlon & Escolari, 2009), as well as the culture of passivity or «spectatorship» that lives on in certain sectors of the audience and in many of their interactions with the Internet (White, 2006). We also contest other assumptions about the disappearance of this audience which seems to have cast off its status as receivers or spectators to become users, senders and receivers, «prosumers», or even fans within the new culture of interactivity and convergence (Jenkins, 2008).

We adopt Castells' (2009: 105) expression «mass self-communication» as we believe it conveys the phenomenon we are experiencing in Latin America, of classic mass communication and its concomitant audience reception that is more or less passive operating alongside a gradual but still incomplete migration of sectors of this audience to the digital world and a more proactive and creative dialogue.

It is precisely horizontal dialogue and its modes (types, levels, styles) within interactivity which establish the conditions «sine qua non» that define new roles and identities for audiences within the contemporary communicational ecosystem (Jenkins, 2009). And it is these challenges that we aim to meet with educommunication strategies. However, for Ferrés there is an important nuance: «If up to now receivers have been referred to as the public or the audience, those who use the new screens are now called interlocutors. The arrival and acceptance of the term «prosumer» is probably the ultimate expression of this paradigm shift. Today's consumer does not deny himself the opportunity to be a producer. He has all he needs to do so at hand» (Ferrés, 2010: 251-252).

Disillusionment with Broadened Connectivity

Following the widespread optimism at the possibilities offered by connection to the digital world and the potential for audiences to become producers, the euphoria over the advantages of the new technologies and social networks has been tempered by a check on reality, which lags behind desires and good intentions.

Firstly, the instrumental access of the social sectors to the technology is less than desirable. In Mexico for example (more or less as in the rest of Latin America), no more than 40% of the population, that is 45 million out of 110 million, has Internet access compared to 64.2% in Spain, according to recent surveys[1].

Secondly, access to the digital culture that the technology seems to offer is still at a low level, although it is difficult to measure because it transcends basic access to digital devices and their occasional usage. Various studies across different countries have demonstrated that only small segments of those who are connected can really be identified as active and engaged communicators (Orozco, 2011).

The reasons behind this are many. History shows that although technology has an impact on society, the cultural change that this brings takes longer to materialize. Another factor to consider is that we are emerging from an age of authoritarianism and verticality in mass media mainly conveyed by television, which positioned audiences as passive and too timid to express opinions which had no resonance because there were no channels to argue against the mass messages, or opportunities for any real or symbolic interaction.

Latin America also has another communication-related problem in the decades-long educational imbalance in which schools have given greater priority to reading than writing, favoring reception over expression. If we consider Postman, «in a culture dominated by the printed word, the main feature of public discourse has been the orderly and coherent presentation of ideas, and the public is trained to understand this type of discourse» (Postman, 1991: 56), we see that this is not the case. In Latin America, there is an expressive deficit that seems to hold us back from being subjects who are fully capable of communicating, transmitting and producing within the new platforms of dialogue (Orozco, 2010).

And it is not as if being different types of audience (and being audiences many simultaneously), using new digital skills and expertise and possessing various communication devices is something that comes automatically or necessarily out of the effervescence of interactivity and convergence between screens. Neither is it something that is simply attained and which stays with us for always. Dimensions of interactivity are different from those of the complex and essentially cultural exchange which occurs beyond the mere mastery of digital devices, and assumes a degree of learning and entertainment, and explicit agencies and willpower on the part of the subjects who interact (Jensen, 2011).

Being an audience member means being able to use different modes of interaction, from the latent to the explicit, which do not necessarily qualify the audiences that use them as senders and producers. Much research into Latin America audiences (Jacks, 2011) concludes that one of the greatest challenges for the reception of old and new screens is to clarify where consumption ends and production begins for all communicators.

Not only in Latin America but worldwide, there is an illusion that participation, dialogue and creative production in audiences-communicators represent a broad, decentralized, deferred consumption controlled by the audiences themselves which, in the end, is still consumption. Controlling consumption or personalizing it does not make it a productive, innovatory and transcendent action, nor is it a mutation from consumer-receiver to sender-producer. We should not forget that «consumption can also make us think» (García Canclini, 1994).

The challenge of consumption is that it is more than just food for thought. It helps foment creativity and production, and situates the audience within a dimension of interlocution in which they exercise greater leadership capacity. The creative act itself provokes other communications in an ascending spiral of creativity and empowerment for all participants.

What has changed and will continue to change in the reception processes is the positioning of the audiences. As various studies have shown (Orozco, 2011) reception can be deferred, collective or personalized. A communication can be seen outside the screen for which it was originally produced and then transmitted on yet another. This is the case with TV programs that can be seen on the Internet, on a cell phone screen or on an iPod. This was the case with the cinema in which films, and now videos, can still be viewed on television, on the Internet or on any other screen. Essentially there is nothing new in this except a growing and often compulsive transmediality in the reception of audiovisual products.

The reception of television has come out of its historical closet: the space in the home where we watch TV can now take place anywhere (Repoll, 2010). Reception happens in places outside the home, in bars, markets, shopping centres, restaurants, on public transport, in shop windows, to name but a few of the scenarios where there is interaction with screens, as many studies have pointed out.

This transmediality of diffusion and reception, the increasing range of places where audiences are found and their hyperconnectivity all give the impression that media consumption automatically translates into something productive now that it is under the control of the consumer, the Net user, the videogame player, the film or TV watcher, etc., without realizing that the majority of consumer exchanges are reactive and unaccompanied by any type of premeditated reflection. The fact that they are deferred and transmedia in nature does not mean they contain a germ of creativity or a horizontal relationship.

The sensory spaces for reception are also undergoing important changes. Watching TV now not only takes place away from its traditional location and screen but also watching a film now longer means physically going to a cinema to sit and watch a movie. Young people have different reasons for going to the cinema, converting the experience into a sociocultural activity to be shared

with those with whom they are developing important common reference points in their socio-affective relationships.

Likewise, the cell phone has completely revolutionized the traditional usage and reason for the telephone, now transcending verbal communication over distances to become a versatile device that is receives and transmits the voice, sounds and images personalized by the user throughout the day (Winocur, 2009). Screens and digital devices are now much more than mere instruments. They are complex machines that connect and locate, acting as a safe haven in a sea of uncertainty, and entertaining the user when bored, etc.

The diversification and the growing, simultaneous use of various languages and formats in intercultural communication enable the user to construct and send discourses in many different languages, similar to those transmitted by different channels or devices. This assumes that the audience's communicative processes are increasingly participatory, creative, innovatory and more complex but we also see the challenge ahead for educommunication: to foment understanding of the multiple languages and channels, and the transmediality of the dialogues; to form subjects who engage and participate in communicative exchanges.

It is becoming increasingly clear from international studies that straddle various countries, such as the Pew Internet and American Life (2005) report, a study by Fundación Telefónica and Ariel (2008) and the Manifesto for Media Education (2011), that the concern is not about participation but about user reaction or passive connectivity, for it seems that only a small percentage of those who connect really participate.

When the complex relationship between channels and languages are taken into account the channels, changes in audience participation can be measured by their degree of interaction and dialogue. Participation of this type transcends technical competency with digital devices and instead responds to the meanings and pathways opened up by interacting with information on the screen.

If we believe that the whole is not the sum of its parts, then it follows that the usage of new screens does not reflect the mere sum of possibilities (react, download material, send material to others, simultaneously handle activities such as listening to music, chatting and playing videogames) and not just part of a sum, we can then start to believe, in the strictest sense, in the emergence of a different form of dialogue. Other types of interaction that are broad and diverse must be understood as a preamble or prerequisite for a different kind of dialogue. Supporting this transition is one of the most pressing issues for media education and educators.

As Jensen (2005) contends, interactivity is the dimension in which the audience's sense of identity is modified because the audience who engages in interactive production is also, at the same time, the user. Being a user marks

a qualitative difference in regard to the concept of audience. A user-producer means the audience becomes a critically autonomous agent. And agency, as Giddens (1996) stated, involves reflection not just action or reaction. It is precisely this dimension of cognitive, conscious production and decision that distinguishes interactivity from mere reaction to stimulus or to any behavioural of sensory change.

Various studies of cases of young people teaching themselves to read and write outside the school show how the critical point in their learning is reached when the subject reflects on and distances himself from these practices to assess their worth and then reinserts them in other contexts and scenarios.

Be this as it may, it does not rule out the possibility that in other moments or different digital practices or contexts, the audience will not behave as users-producers. That is, they will not make a coordinated media-based reflection or action via the real, material and significant transformation of the audiovisual reference.

In this age of revolutions fanned by the communication and mobilization made possible by social networks, it is more vital than ever to recover the «intelligent multitudes» concept coined by Rheingold. «Intelligent multitudes are groups of people who undertake collective mobilizations, be they political, social, financial, thanks to a new medium of communication that enables new forms of organization to be set up, different in scale, involving people who until then were unable to coordinate such movements» (Rheingold, 2002: 13).

The author's concept is particularly relevant today with the Indignant Ones, a protest movement led by young Spanish people that mobilized in the spring of 2011 (Movimiento del 15 M, Democracia Real, ya) and with the uprisings in countries in North Africa. This new form of interactivity was crucial in the latter case, in which a large number of citizens became both users and producers of communication by applying the new technologies of the social networks. What emerged was a form of organization based on the network concept, active participation and not just being an audience or taking part in varied consumption.

For this reason the education of today's users and producers, and especially of those university students studying Communication, must be toughened in two ways: as recipient and critical user of messages and as producer of information and communication. Media literacy needs to confront this seemingly contradictory perspective of citizens and the media, in which there is an audience which is more or less passive or there are critical users and producers, based on the experience and reflections of the producers-receivers themselves. This is the objective of «Communication, education and society in the digital context», a pioneering university degree course on offer in Spain, which takes media literacy content as the basis for the students' learning process.

Communication, Education and Society in the Digital Context

In Spain, as in the majority of countries in Latin American, media education has never been a staple of the school curriculum. The LOGSE (General Organic Law of Education) created two optional subjects: Processes of Communication and Audiovisual Communication which both appeared then disappeared from the curriculum. Currently, the contents of any Education in Communication course can be found spread across various different curricular subjects.

As we have posited in other works, we must ask ourselves: «Which educational model do we want to promote in the 21st century? This question must incorporate the best of recent pedagogical trends that centre educational action on the process of the student's work and which are able to adapt to a world of changing realities» (García Matilla, 2010: 164-165).

«Communication, education and society in the digital context» is a basic part of the degree course in Publicity and Public Relations at the University of Valladolid's campus in the city of Segovia, which aims to prepare students to face the new challenges of communication in the 21st century. From the start, students learn how to become users-producers, creative producers and critical receivers of messages. They get to create their own self-portrait, which gives them the chance to talk about themselves to others and to exchange opinions with their fellow students through interviews. This task is completed at the end of the first year by a piece of creative work and the production of a micro-investigation in which students apply skills and expertise to frame questions, draw up hypotheses and choose suitable methodologies for research into specific communication-based themes. The process ranges from the most personal to the most instrumental, completing a cycle of critical reception and creative production. This process has included reflection and practice of artistic creativity as a basic instrument for media literacy in the digital context. Digital literacy in this case refers to an integral multimedia and audiovisual communication. It puts the students in touch with a new hypermedia world in which new and old media coalesce, and situates them where the changes and transformations are taking place that reflect the end of the analogical age and the beginning of the digital age.

The main objective of this subject is to provide basic theoretical-practical knowledge and a global framework for understanding the communicative processes in their many facets, and how they function in our society within the digitally globalized multimedia context. Coming at the start of the degree course, it also aims to give students a series of basic conceptual tools for understanding and assimilating contemporary communication processes, which the students study in greater depth later in the course. It also aims to provide students with the basic instruments for communicating through the written

and spoken word («audio-scripto-visual» in the words of Jean Cloutier) and to instruct them how to analyze messages across different media and supports in the current digital environment.

The subject content is based on three pillars each with a different theme:

1) Introduction to media education: educommunication in the digital society. This first part of the course consists of an introduction to the concept of education in communication and to other fundamentals of the educommunication field (user-producer, interaction and interactivity) as well as to the work and research carried out by leading educommunicators. Basic notions of visual deconstruction and discourse analysis are discussed, and group work is promoted as an important factor in this early stage for boosting creativity and producing creative output and the development of critical thought; these are the basic working tools of the course. The objectives of this section are for the students to acquire a conceptual language for the understanding of and reflection on the communicative and information processes; students should be able to identify the main elements, actors and structures of the communicative processes, and know how to integrate the knowledge acquired in an interdisciplinary perspective.

2) Creative communication as an educational instrument of analysis. We designed the second part of the course around the idea that one of the deficiencies in educommunication has been its failure to integrate the teaching of the traditional arts or to underplay their importance as instruments for communication. In the same way, the teaching of art and culture at the basic educational level has failed to include the audiovisual arts and the new communication media as part of the understanding of our cultural heritage. This could be due to a deliberate separation or mutual incomprehension (which often occurs in practice) between communication and culture, between «new and old media» and «new and old media disciplines» (Navarro, 2008).

Today, with the application of audiovisual and digital communication technologies to art and communication and the creation of new genres, we can no longer talk of a clear-cut division between cultural media and communication media. Yet we need to understand the new forms of production and reception of media (communicative and cultural) in an intertextual and contextual way. The subject with the title «Communication, Education and Society» in the digital context aims to close this gap with experiences and proposals for research and action based on the creativity of the students themselves, starting from a review of key concepts such as culture, the media and the information and communication systems.

The students work on applying creativity to the analysis of the media, culture and their relation to the social context. To do this, the students must produce their own piece of creative work (individually or as part of a group), which consists of the creative reading of an urban space in Segovia. This activity is

part of an artistic and educational research project called «the city's footprint: an interdisciplinary project» in which professors and artists work in collaboration with the city's «Esteban Vicente» museum of contemporary art. In this practice, an analysis is made of the actual processes that emerge from an idea in a script to final production, concluding with a reflection on how to make the best social, educational and cultural use of the media of creation and communication. The objectives are: to promote creativity as an instrument of personal and collective development, and to understand the importance of creativity for making the best social, educational and cultural use of information and communication systems.

3) Old and new media in the digital context. Genres, convergencies and discourses. The emergence of new technologies has brought about changes in communication, information and culture that not only affect production but also reception. In this context, one of the most important phenomena has been the transformation of receiver into producer of messages and content: the user-producer. This situation has given rise to a new value chain and the creation of new genres of digital communication: social networks, blogs, wikis, platforms such as YouTube, etc., but it has also affected the old forms of communication and expression. We believe it is vital to study and analyze these transformations, their nature and the repercussions on the way we communicate with each other, and that the students on this course reflect on this context based on their own experience as users-producers.

As a culminating experience, the students work under the supervision of a tutor to conduct deeper investigation into specific research topics from the course: educommunication and participative culture; the concept of public service in the digital industry's new value chain; new participatory media in the network; new forms of providing information in the digital context; leisure in the digital culture: 3D animation and videogames. Their approach to these themes comes from the proactive audience perspective. The aims are to work with the fundamentals of educommunication that go beyond Web 2.0; to know and analyze the new communication and information platforms and to reflect on their reach and importance; to be able to identify the new value chain and the new genres of culture and information that come with the ICT; to know the potential of ICT for media education and the training of citizens to be more critical; and to come away with the ability to recognize and analyse new forms of creation and reception of cultural output.

This subject emphasizes the educational method based on the process, so the teaching strategies are specifically directed towards active student participation and group work. To meet this objective, we use the blog as a didactic instrument for sharing knowledge contributed by university teachers and students alike. This course has also generated complementary activities such as semi-

nars, workshops and conferences that have enabled students to meet professionals working in the fields of culture and communication in their various facets.

Conclusion

The education of active audiences means that teaching-learning models need to be created and inserted into university curricula. These models should give students free rein to express themselves and they must reflect constantly on the new logic of interlocution. Neither the interactivity nor the technological possibilities offered to contemporary audiences are sufficient to develop a knowledge society; only an integrated form of education that makes best use of the immense potential of the new value chain that the current digital context provides can transform the new audiences into engaged producers and critical users of a communication that is truly global, participatory and integrated.

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Note

1   Indicators that track the information society. Ministry of Industry, Tourism and Commerce, Government of Spain, May 2011.

Transliteracy

Sense-making Mechanisms for Establishing E-presence

Divina Frau-Meigs

This analysis addresses the evolution of media and information literacy as it moves into the complex intricacies of transborder broadcast and broadband media. It proposes the notion of "transliteracy" as a means to comprehend the multi-media dimensions and the trans-domain requirements for digitally sustainable "information cultures" that encompass information as understood in computation (code), in communication (news) and in information/library science (document and data). The research is based on the ethnographic case study of AIGEME, a master's programme supported by the Agence Universitaire de la Francophonie (AUF) to foster intercultural dialogue via distance learning. Focusing mostly on the learners' eportfolios, the research shows that the competences based approach can be mitigated with a finalities approach that takes into account the cognitive patterns of use and social relevance reflecting learners' needs (self-actualization, life-longings, play-as-decision-making). These in turn are examined with a view of integrating learning in cultural practices for dealing with information: aggregation, curation, creation and civic agency. Finally the research explores how these competences and finalities lead to the construction of e-presence in its cognitive, social and designed dimensions. Some suggestions are made in the end for transliteracy as a means for scaffolding learners' competences, finalities and values and for promoting a truly decolonized model of intercultural dialogue.

Introduction

Media education in 21st century is taking a lot of different directions. The broadcast (or legacy) media literacies such as news literacy, visual literacy and advertising literacy have gained some stability. They have been enriched by broadband (or new) media literacies such as digital literacy, information literacy and computer literacy, yet to be stabilized. The literature in the field is relatively well covered by researchers from the English-speaking world such as David Buckingham (2003), James Potter (2011) and Henry Jenkins (2009) who tend to lay the emphasis on creativity and a hands-on approach to broadcast

and broadband media. This view is counterbalanced by researchers from the European continental perspective, such as Jacques Gonnet (1995), Genevieve Jacquinot and Jose-Manuel Tornero (2008) who tend to lay the emphasis on critical thinking and citizenship.

Both trends have led to an approach by competences that lays the emphasis on knowing how to be critical thinkers, innovative creators and good citizens. This approach is perceived as a progress in relation to earlier literacies based on rote knowledge acquisition and transmission, with passive learners as audiences. However, the competences approach, though a progress in terms of clarification of objectives and scaling up of pedagogical practices, presents a series of inconveniences that elicits resistance among the teaching body in many countries. The way it is being conducted, with quantitative indicators to measure it, makes it look very fragmented, instrumental and functional. As a result, it does not provide an integrated view of how these literacies bundled together can lead to deep knowledge and sense-making activities. They tend to focus more on "coping" with media than on "mastering" media. They make it difficult to avoid the "technological bias" often prompted by industrial and private sector pressures on public educational systems, with its inherent paradox: the managerial discourse about reduction of spending and of personnel is accompanied by a deterministic injunction to "adapt" to digitisation at all costs.

What is sorely lacking is a modus operandi for such a fragmented offer of skills and aptitudes that are rather disjointed when they do not confuse neurological capacities (visual literacy) and technological functionalities (computer literacy) with basic reading and writing education. What is also lacking is a full-fledged integration of the notion of "information" as it has evolved with digital convergence (from news to code and data), in its relation to knowledge and culture (Serres 2012; Bruillard 2012). What can be added to the current research is a more systemic approach, encompassing the various bundled literacies with human dimensions of "information cultures" as they develop their institutional, political, social and educational finalities.

As the new challenges posed by globalization call for a new restructuring of the notion of media education, it is essential to avoid the fundamental fallacy of putting the logic of containers (cables and computers) before the logic of contents (literacies and pedagogies). An additional challenge posed to media education in the context of transborder flows is related to the full harnessing of the variety of cultures and constructs for identity that come into contact using the digital networks. The fallacy here is to keep the vertical colonization logic of integration and assimilation via education instead of taking advantage of the horizontal cross-cultural exchanges made available by the new technologies and pedagogies, beyond national models. The stakes are important as they place media education within the framework of intercultural dialogue and human rights, adding such values to competences and finalities (Frau-Meigs 2007; 2011)[1]

Identifying Transliterate Situations: E-portfolios

In this context, an emerging notion, "transliteracy", tries to go beyond the rather functional approaches currently extent that are mostly based on competences. It encompasses a more integrated system for creating, editorializing and interpreting content around the learner's agency and finalities. The notion originally focused on the transition of reading and writing skills online with their attendant practices (Liu 2012).[2] It has been enlarged to embrace the double-meaning of digital convergence:

1) the multi-media dimensions of current literacy – being able to read, write, count and compute with print and digital tools and via all sorts of formats from book to blog;

2) the trans-domain requirements for digitally sustainable literacy – being able to code and to search, test, validate, modify information as understood in computation (code), in communication (news) and in library science (document and data) (Frau-Meigs, 2012).[3]

Finding transliterate situations is difficult as the notion is emerging but there are situations of "quasi-transliteracy" where learning events may bring to light various relations between information management and content production with broadcast and broadband media. The master's programme AIGEME creates such situations, in intercultural dialogue, as it solicits learners from the whole francophone area to produce an e-portfolio as part of their yearly (self-) assessment.

From the start, e-portfolios at AIGEME were not conceived of as online CVs or transcripts of grades (as in the European Union system) but rather as reflexive tools for the learners to think about their ways of appropriating knowledge, be it in the virtual classrooms or during their professional internship. Originally they were created on the open source networking system ELGG but learners experimented and moved to WordPress as a more collaborative and user-friendly open platform. In 2010, the learners decided to create a collective e-portfolio, to represent their community and keep in touch with their colleagues even as they graduated. It creates a visual mosaic in which the identity of the learners is equal and without hierarchy, enhancing the horizontal quality of intercultural dialogue that can be developed via transliteracy situations.[5] The collective e-portoflio is associated with a wiki of competences and uses social bookmarking and collaborative tagging, creating a crowd-sourcing process that places such an output in meaningful information repositories and aggregates knowledge via self-organizing learning objects, without human intervention.

This collective space provides unique perspectives on the learners' activities around information search and its reuse in the shape of rewritings, remixings, and other forms of individual and collective appropriation. The initiative

further illustrates distributed cognition at work: the learners' interactions with their environment are not the property of a single individual but the result of multiple finalized activities, including with media artefacts Salomon 1994; Perkins 1995). The learners prove capable of articulating knowledge (content level) and pertinent information search (access, validation…) in such a way as to construct their own understanding. But the learners' context creates constraints that have to be dealt with, as each cognitive act is affected by the level of agency and finality of the specific activity, and the design of the tools used to perform it (Legros D. et Crinon 2002; Nicolle 2004; Liquète, Delamotte and Chapron 2012;).

Observation of eportfolio as a quasi-transliterate situation over time shows that learners increasingly integrated a number of outputs and editorialized their own content, such as media biographies, exchanges of best practices, collaborative outputs, blogs and heuristic charts as part of their collective and individual learning strategies. Various dimensions of cognitive and social relevance show the shift from fragmented competences to a complex aggregation of finalities that are truly enhancing for the learner. These finalities may explain the motivational drive for learners to engage in strategies that mobilize competences and tools. They may help bridge the current gap between the various levels of literacies as they establish a repertoire of strategies for e-presence and for making-sense of the learning experience.

From Competences to Finalities

As vectors of representation and supports for diffusion, e-portfolios are engaging narratives that learners use for their construction as professionals and social people, involved in culture as "cognitive network" (Donald 1991).

Cognitive Patterns of Use and Social Relevance Reflecting Learners' Needs

The driving force behind the e-portfolio is the learners'needs that motivates them for finalized activities of a complex order. According to Abraham Maslow's hierarchy of needs (1970), they are not basic or first order needs (survival, safety…) but rather relate to growth or second order needs (self-esteem, aesthetics…). They can be summed up in terms of socialization theory by several important trends that show the effective impact of competences when recombined with finalities (Frau-Meigs, 2011).

Self Actualization

The first trend relates to "self-actualization" defined as the desire for self-fulfilment that provides the energy for continuous engagement in second order needs (Maslow 1970; Heylighen 1992). In the e-portfolios, it can be seen in the display of links to articles and sites that are connected to the topics of interest for the learners. They create their libraries and make them available online, via monitoring tools such as Delicious.[6] They give proof of who they are and how their competences evolve. They connect to other links with other learners in the collective e-portfolio, without discrimination of North-South differences. The use of such media affordances affects positively the growth of identity and its maintenance over time.

Self-actualization can take place at centre stage, but it can also take place back-stage, as individual learners can use the networks to conduct a lot of research that they sift through before bringing their contribution to the project. It can thus lead to more activity and to more focus. It can be supported by chat sessions, synchronous as well as asynchronous, to keep connected and aware of events. Reflexive self-control of this kind maintains the focus on course requirements and on the final objectives and outcomes helps channel the divergent energies. The learners do not become overly self-reflective (which may lead to over-evaluation of the other's drive for control). The very fact of participating and producing something for the group is enough recognition often for most members. They can transfer some of their strategy for building reputation to their learning process, seen in the use of micro-blogging for up-dating profiles and interpersonal relationships, and also the exhibition of one's tastes and aesthetic preferences on websites that act like galleries or publishing outlets for their writings.

Life-longings and Lifelong-interests

The second trend is based on the satisfaction of "life-longings", defined as intense desires that are remote or unattainable and the use of compensatory strategies, as adaptive self-regulation to cope with blocked goals or incompleteness of real life (Scheibe, Freund and Baltes 2007). This notion has been created in psychology to identify how older people consider their lives retroactively and compensate for some perceived lacks. But it can be seen at work in e-portfolios, with younger people, as they evaluate their options and weigh the costs and benefits of engaging in online interactions and pursuing their deep interests. In some sections entitled "my projects" or "violon d'ingres", learners consider different options offered to them and make projections as to their future, with full evaluation of their present situation. Just like older people, they can develop a conjoint focus on the past, present and the future. They are also fully aware of building symbolic capital with their online practices: they can use bulletin

board like services and software to show their life interests, such as Pearltrees.[7] The use of media affordances here too affects positively the growth of identity and its maintenance over time.

This process feeds on self-management as well as engagement; it needs time to be able to unfold positively, during the whole year of learning and production of course assignments and work requirements. It enables learners to have new insights in their practice but also to bring their practice to the knowledge of others. This can help learners set new goals for themselves in later tasks; it can give them ideas to continue collaboration after graduation; it can ensure the maintenance of the network in professional life; it can induce some other learners to take risks and to know how to measure them with a certain level of predictability. Additionally, the learners are made aware of the various boundaries of the self, as practitioners, professionals or content-aggregators. These boundaries are important as layers of self, that can be activated or not according to the context and the situation, as sometimes the casual persona can be called in whereas at others it is the official or professional persona that takes control. This becomes all the more complex as a single learner is usually a member of several communities of practice, which implies to work at maintaining identity across several boundaries (of language, of culture, of learning events, of professional activities…).

Play as Problem-solving and Information Processing

The third trend is "play" as related to problem-solving and to testing dynamic models of real-world processes without risk (Winnicott 1971; Jenkins 2009; Frau-Meigs, 2013 forthcoming). In e-portfolios, it can be seen in the interest shown for heuristic maps (see appendix 1). Heuristic maps help the learner set goals and assess how well or not they have been achieved; heuristics are a high level complement to competences and strategies, helping decision-making and problem resolution. Significant learning events are mentioned, and they are the ones made public in the e-portfolio, which may imply to discard some other learning events, or to postpone their finalization for a later stage. The e-portfolio ends up being very personal and its shape and format cannot be prescribed by the teachers or the tutors.

Figure 1. Transliteracy in Heuristic Maps (with extended competences and finalized activities) in AIGEME e-portfolios
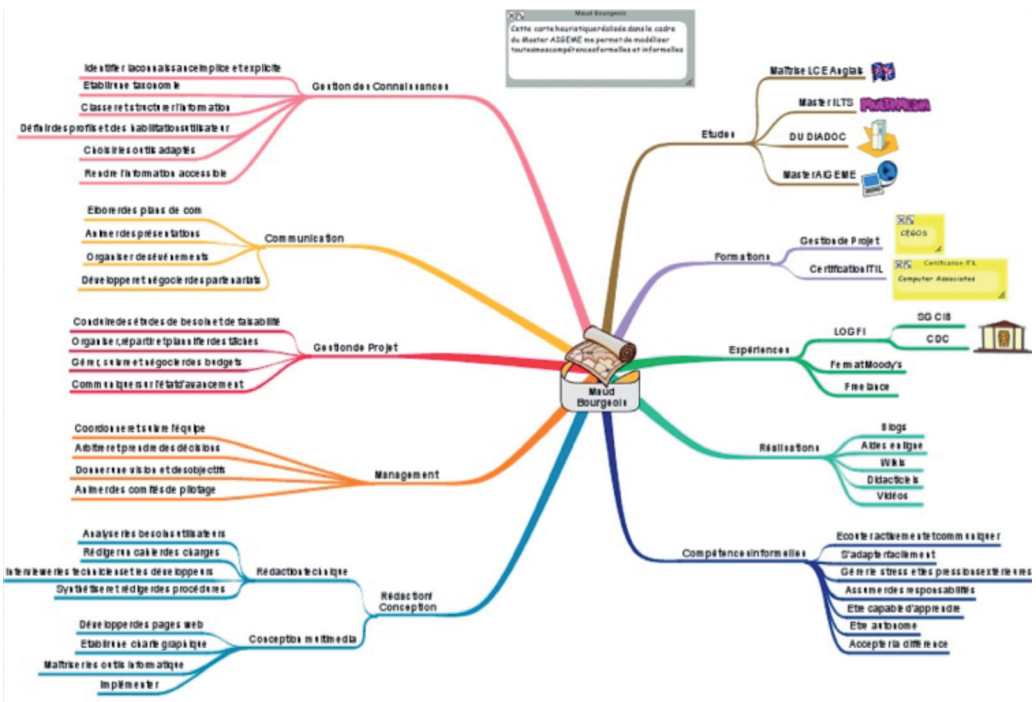
Source: Maud BOURGEOIS http://fr.scribd.com/doc/52714002/Carte-heuristique-des-competences

Play has to do with diagnosing a problem situation, planning action steps and implementing solutions. Describing the way one proceeds needs to be broken down in cycles and steps: imagining and designing the problem, deciding how to go about it, examining it, reflecting critically on the analysis, and reviewing it if necessary before proceeding further. It implies reflexivity on the choices made, the management of the tasks at hand and the direction given to the desired outcomes. To take full advantage of play finalities, e-portfolios are developed in a problem-based learning context, to make learners aware of the complex positions one can have in the interaction with others. Problems can be either suggested by the teachers or may be offered by the learners themselves, especially those involved in professional interests or situations (in-house training for instance). Project-oriented pedagogies are encouraged as they engage learners more and are closer to real-life experiences and situations.

Integrating Learning in Cultural Practices for Dealing with Information: Aggregation, Curation and Creation

E-portfolios open up to larger online activities that tend to build on symbolic or social capital, besides the creation of one's own content and the maintenance of one's own identity. Two other cultural practices are brought into the equation when dealing with learning and its raw material, e.g. information: aggregation and curation. Aggregation is defined as the process of collecting information from multiple online services, a task that is automatically performed with an aggregator that consolidates content into the e-portfolio as single interface. In AIGEME e-portfolios, all learners use widgets to combine bookmarks, to search across various resources, to connect with multiple social network services, to keep track of interesting articles or publications with RSS feeds that provide "lifestreams" for their self-actualization. Lifestreams provide affordances for conjoint attention to past, present and future: "Moving away from the tail and toward the present, your stream contains more recent documents - papers in progress or new electronic mail; other documents (pictures, correspondence, bills, movies, voice mail, software) are stored in between. Moving beyond the present and into the future, the stream contains documents you will need: reminders, calendar items, to-do lists." (Freeman and David Gelernter 1996).

Curation is more related to "life-longings" as it reflects a practice that is less mechanical than aggregation and more related to personal interests and choices. Curation can be defined as a process of sorting out the noise in all the information aggregated online, to make it reflect personal choices (Rosenbaum, 2011). In AIGEME e-portfolios, most learners use Pearltrees to organize their information online and share it, but other curatorial strategies are visible with bookmarking tools such as Zootool. This media affordance is visible at large in content sharing services such as Pinterest or Stylepin, where people express their pro-am leanings and compensatory strategies for cooking, gardening, interior-decorating, etc. This new form of curation is not necessarily built on traditional curatorial practices of museums, libraries and universities, as it places learners-as-amateurs in a curatorial role, with different criteria for choice and for setting learning and objects into new contexts and patterns. Such curation can be seen as a sorting-out complement to aggregation that corresponds to a search for alternative quality criteria in a chaotic digital world of abundance where interesting and unexpected, -some would say serendipitous-, connexions are made, that provide new statements for the shared meaning of information cultures.

Civic Agency and Intercultural Values

E-portfolios do not show much engagement beyond participation in the cognitive networks of culture, contrary to some of the expectations of media literacy pioneers in terms of citizenship and awareness. The individual hierarchy of needs can sometimes meet with more collective urges for distributed innovation and information dissemination. In that sense, they can foster "civic agency" defined as the capacity of human groups to act cooperatively on common issues in spite of diverging view (Dahlgren, 2006). Such civic agency requires a set of norms, symbols and practices that support and enhance the group's capacities for collective action.

The AIGEME collaborative e-portfolio exhibits some characteristics of civic agency, as the learners decided to bring together their outputs in a generative manner, as a networked "community of practice" that revolves around engaged professionals, communicating on line to share experiences, problem-solving tools and methodologies (Wenger, 1998). Communities of practice are usually created to promote complex problem-solving, and to foster collaboration. Implicit in this idea is that such networked communities interact with available resources and with members of the group. The beliefs, values and attitudes of the learners need to be taken into account as much as their skills and competences. Linguistic competence as well as communication and information competences are called upon to make the learning experience a deep learning event, beyond simple integration of notions and concepts.

This role of communities makes it possible to personalize education and to maintain collective ties among learners as exemplified by the creation of an association (J'aime AIGEME), which corresponds to a true educational experience that has personal value and socially enhancing outcomes. Some learners in AIGEME have explicitly committed to more participatory approaches and even some kind of activism, pushing civic agency further, in the realm of media education. Some have developed blogs to involve young people in voting and help them access politicians in France for instance, as in the blog "2012 est à vous".[8]

Figure 2. "Transliteracy in Civic Agency: jets d'encre and animafac"

Source: http://mariecamier.wordpress.com/page/6
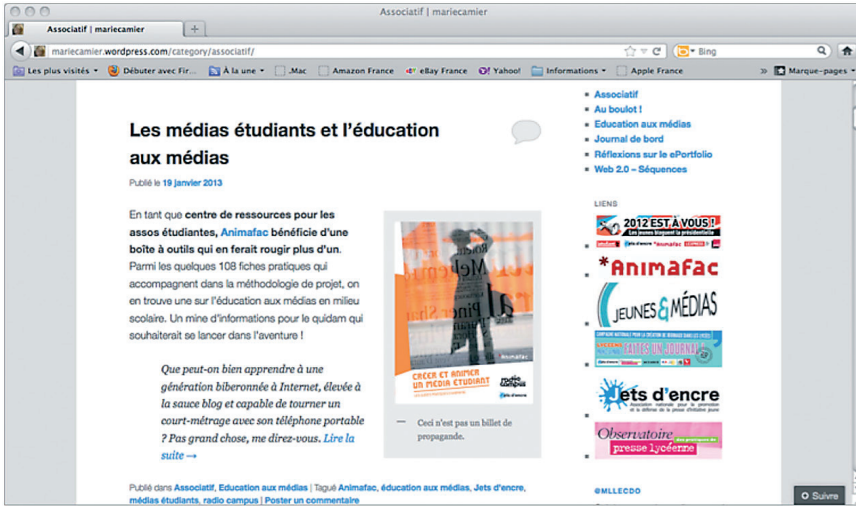
Others have decided to create similar learning programmes such as AIGEME in their countries, such as the network that is currently being elaborated in Morocco (political unrest having caused some havoc in other interested countries such as Egypt, Tunisia, Lybia and Ivory Coast). Long distance learning for all facilitates such situations of intercultural dialogue as all learners, whatever their national and ethnic identity, are brought together around a learning project, and develop different group dynamics to elaborate their tasks.

Towards E-presence

The case of AIGEME e-portfolios provides a point of departure for understanding transliterate situations and affordances for establishing online presence, not just as reputation but also more deeply as "e-presence". This e-presence is composed of different layers, among which Garrison and Anderson signal two: cognitive presence defined as "the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse in a critical community of inquiry"; social presence defined as "the ability of participants in a community of inquiry to project themselves socially and emotionally, as 'real' people (i.e. their full personality), through the medium of communication being used" (Garrison and Anderson 2006: 28-29).

Cognitive and Social E-presence

Cognitive presence is about all the cognitive processes that associate facts and events to ideas and concepts, in a transitive movement from action to abstraction, that is crucial to reaching autonomy. It implies to make the transition from concepts to action explicit, and to communicate it via various outcomes and outputs. It is thus associated to critical thinking, as a high-order reflection process that incorporates discourse, imagination, intuition and action. It is built on two knowledge bases: the public information that is available online and offline and the learner's private world of experience and needs (self-actualization, life-longings, play).

Garrison and Anderson suggest four phases for cognitive presence: initiation, exploration, integration and resolution. These phases allow for a cognitive scaffolding of the tasks that the teacher and learner have to conduct together, around information search. The phase of initiation can be triggered by the choice of issue or problem to solve, especially in relation to effective needs and social relevance. The phase of exploration deals with the search for relevant information, which can be done collaboratively as well as individually. The phase of integration leads to more structured construction of meaning and requires reflexivity. The phase of resolution of the problem reduces the initial feeling of complexity and information overflow to bring up a specific solution, that may itself generate other issues and start another cycle of inquiry (Garrison and Anderson 2006:59-60).

Social presence lays the emphasis on the collaborative whereas cognitive presence lays the emphasis on the reflexive. Social presence is not at the same level as cognitive presence but it is necessary to turn online distance into proximity and engagement. Garrison and Anderson suggest three broad categories of social presence: affective socio-emotional feelings, open communication and cohesive communicative responses. Social presence has to do with creating interactions in non-verbal environments as much as visual environments, as evinced by the collective e-portfolio and the links that point to others as a kind of social network of affinities that also present the benefit of fostering intercultural dialogue (AIGEME has a Facebook account, but also a section for learners only called "arbre à palabres", a term used in Africa for situations in which the whole community comes together around the village tree to discuss collective issues). These semi-formal networks can be used to bring in the full personality of learners, as they deal with their digital identity. The exchange of information about self-actualization, life-longings, values and attitudes can be beneficial to the group in sustaining a shared social presence that is round rather than flat, with different levels of thickness rather than thinness.

Designed Presence

Cognitive and social presence are necessary to show the importance of effective use over planned use and they are important to ensure full mastery over "designed" presence defined as the extent to which learners are aware of the constraints and the affordances made available to them by the medium of communication being used. This implies full recognition that many of the tools that are available for information aggregation, curation and creation are designed by others with their own finalities that in turn can affect their performance. In the available supply of e-portfolios, the designers have facilitated a number of options and hampered others, as their declared purpose is to favour usability, cancel ambiguity and enhance predictability. As Marriott and Meyer explain: "The users cannot cause unexpected events or become disoriented by the system behavior" (1998: 361).

As a result such interfaces are both extremely user-friendly and designer-controlled. Design itself has moved from a focus on graphics (Graphical User Interface) to a focus on the user (User Centered Design), to naturalize as much as possible the seamless experience of users in network participation. But as a learning tool, such process has to be made explicit especially in its relation to platforms whose avowed economic model is data mining (via profiles, portfolios…). The learners have to mobilize their own cognitive scripts (as units of meaning and units of decision-making) and call on their experiences to adapt and control their own online performance and interaction with others. They have to call upon their representations of the authorities that control the performance of the digital tools and be able to tailor them to their own needs. In that sense, transliteracy needs to integrate a certain amount of computation and algorithmic knowledge, so that code is not an opaque sequel of digits but a transparent system of signs that is modifiable at the learners' will.

Conclusion: Transliteracy for Scaffolding Learners' Competences, Finalities and Values

The case of eporftolios points at some key characteristics of transliteracy as a means to process information in the digital age, and as a way of defining the still fuzzy perimeter of e-learning. Transliteracy needs to be student-centred with a cognitive scaffolding provided by courses, readings and their personal and professional experiences (Vygotsky 1987; Hartman 2002; Yelland and Masters 2007). The competences and skills acquired by the learners only make sense with finalized activities that call on their agency and values as persons and citizens. Eportfolios can be some of the support structures that get learners to the next level of their development and autonomy.

Transliteracy has the potential to enable learners to make sense of their experiences and the continuous social changes they need to expect, in particular the opening of the traditionally disjointed spaces of school and work as well as the greater empowerment of learners in locations other than schools (libraries, media centres, workplaces…). It also attempts to capture the nature and quality of engaging narratives and sense-making activities, such as collaborative crowd-sourcing or co-construction of knowledge. It aims at giving learners the mastery over the cultural and situational constraints around information as the raw and refined material of the "Information Society". It deals with the various ways of editorializing information in the digital era whose organisation stems from networks, screens, platforms and programmes where "documents" acquire a radically original plasticity. It also encompasses the transferability of diverse practices and skills in contexts that are differentiated in relation to information: at school and out-of-school, in the personal sphere and the professional sphere, in one's country or in cross-cultural exchanges with other countries and regions.

Finally, transliteracy can be connected to issues of sustainable development and intercultural dialogue. The individual hierarchy of needs evinced in the e-portfolios, in particular self-actualization and life-longings, are not without similarities with development economist Amartya Sen's notions of "functionings" and "capabilities", that associates communication to real freedoms, such as self-respect or the capacity for participation in community life, etc. (Sen 1985). Transliteracy, with its combined focus on information and communication can facilitate such functionings, with media as affordances for collective intelligence and dissemination of knowledge. Such an approach still is notoriously under-theorised and under-researched and calls for many more contributions, in a global perspective as well as in the full range of lifelong learning, from kindergarten to university.

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Notes

1 See the Council of Europe. (2008) *White Paper on Intercultural Dialogue. Living Together as Equals in Dignity* ; see also UNESCO (2011) A new cultural policy agenda for development and mutual understanding. Key arguments for a strong commitment to cultural diversity and intercultural dialogue.

2 See work of Alan Liu, Transliteracies Project available at http://transliteracies.english.ucsb.edu/category/research-project and Sue Thomas, Production and Research in Transliteracy (PART) group available at http://nlabnetworks.typepad.com/trans-literacy/

3 See work of LIMIN-R research group (http://www.ina-sup.com/ressources/dossiers-de-laudiovisuel/les-e-dossiers-de-laudiovisuel/e-dossier-leducation-aux-cultures)

4 E-porfolios show a certain amount of transliterate uses and strategies that are apparent in the combined tasks and acts of learning where the learners' personal work and their construction of new knowledge is negotiated with their peers and tutors, using the affordances provided by software that they learn to use to establish their e-presence.

5 Created in 2006, AIGEME is a Master's programme at the Sorbonne nouvelle, entirely taught online. It has two options, engineering in e-learning and engineering in media education, with a humanities content (languages, didactics, representations, audiences…). It is supported by the Agence Universitaire de la Francophonie (AUF) that delivers scholarships to learners from French-speaking developing countries in Africa and Asia, providing opportunities for North-South cross-cultural perspectives and intercultural dialogue. The tutors that are at the interface between the teachers and the learners are all former learners from francophone countries other than France. The eportfolio course is provided by Serge Ravet and Jean-François Maynier. This analysis is based on 6-year research conducted on e-porftolio productions by students of master AIGEME. The methodology uses digital ethnographic means such as observation logs, recovery of learners' traces and outputs, interactions between learners and other agents (Hine, 2000).

6 AIGEME collective e-portfolio's public page is available at http://www.netvibes.com/master2aigeme#Nos_ePortfolios_2011-2012.

7 See for instance D. Rollet's eportfolio http://dalilarollet.wordpress.com/2012/08/23/zotero-ma-bibliotheque-aigeme/

8 http://www.pearltrees.com

9 See blog by Marie Camier, available http://mariecamier.wordpress.com/page/6/

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*Networking * Social Change *
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North Korean Refugees in South Korea

Using Videos for Storytelling, Healing and Unification[1]

Jiwon Yoon

By the end of 2012 a total of 24,614 North Korean refugees had settled in South Korea, with 16% of them under 19 years of age (Ministry of Unification 2012). When they come to South Korea, both adults and young people believe they will have better opportunities for success in this seemingly 'promised land' if they acquire a South Korean education. Their hope is that this education will equip their youth with the necessary knowledge and foundation to procure better jobs in South Korea, unlike the experience of their parents, who often work for minimum wage. But contrary to their expectations, the reality is very different for these North Korean emigrants: it does not take them long to realize that their dreams of being integrated into South Korea both socially and economically are more difficult to achieve than they expected. The teenagers among them particularly experience more difficulties, since they must adjust to a totally different educational system, learn new subjects, and fit into a different peer culture (Choi 2006). In fact, because of the high rate of school dropouts among North Korean refugees, only 49.1% of middle-school teenagers and 6.6% of high-school teenagers attend schools where they will attain a diploma (Chun and Cho 2006). Such challenges existing in this social context affect young North Korean refugees by leaving them educationally, culturally and socially unprepared to survive in the competitive South Korean society.

Because of young North Koreans' difficulties fitting into South Korean society and establishing intimate relationships with native South Koreans, young North Koreans mainly learn and understand about South Korea through South Korean mass media, a practice that often leads to misunderstandings and misconceptions about the society. For instance, North Korean refugees tend to view South Korea as a very violent and dangerous country, based on news reports. Moreover, they often become disappointed, resentful or cynical about how North Korea or North Korean refugees are portrayed in the media. South Korean media also frequently depict the struggles and challenges North Korean refugees experience in Korea so that South Koreans can be aware of these problems. However, many of the refugees feel uncomfortable about such depictions because they feel they are made to look deficient.

As a consequence of the strong influence of media on young North Korean refugees' lives, several educational institutes teach North Korean refugees about the media. Most of the time these organizations do not use the term "media literacy," and when the present author proposed the programme, many of them said they were not acquainted with the term. However, because of their awareness of the importance of some form of intervention in young North Korean refugees' media usage, several of these institutions have tried to make North Korean refugees' media experiences more rich and productive by teaching them about the media. This approach has often included inviting documentary filmmakers to teach about the documentary film process, or asking college students who major in mass media or communication to teach about the mass media in general or how to make a film using a digital video camera and editing software.

This chapter will elaborate upon one of these efforts: the use of media production to encourage youth to let their voices be heard. The case studies introduced in this chapter will demonstrate how the process of making a documentary has helped young North Korean refugees. The first group, comprised of students who participated in the documentary series *North Korean 1.5 Generation,* previously disguised their identity as North Korean refugees; through appearing as subjects in these series, they became confident enough to unveil their true identities. Secondly, students who produced *The Long Journey I* and *II* found that the process of revisiting China and making a film about their lives allowed them to become liberated from the past and more self-assured. Lastly, two college students – one from North Korea and another from South Korea – were better able to understand each other through making the documentary *The Road to Our Home*. By learning about the media and speaking out through the media these three groups of young North Korean refugees, who used to avoid and hate reporters and documentary filmmakers for distorting their stories, began to be more confident communicators and engage more frequently in intercultural dialogue within South Korean society.

Becoming Subjects of a Documentary: From Hiding One's Identity to Disclosing

Among these North Korean refugees, a number have tended to be cynical about South Korean media and have often expressed hateful emotions towards producers and journalists for how they portray North Korean refugees, while others have used the media to speak out and create an image for themselves. One medium they often use is video, either by participating as subjects in a documentary production or by producing films themselves.

The documentary series *North Korean 1.5 Generation,* which includes two documentaries entitled *Who Are We* and *The Road to Our Home,* were produ-

ced in 2008 by QChannel, the only documentary channel in South Korea. The film features the lives of the residents of Our House, the shelter where North Korean children and teenagers live with their guardians, who are South Korean adults. Before the premiere screening of the film in 2008, the director of Our House spoke to an audience about the students' reactions when they discussed the possibility of participating in this documentary project:

> *In the beginning, many students were doubtful and hesitant about this project. Some of them had participated in such kinds of projects before, but did not like what came out as a result. The final output was often different from what we wanted to communicate through these projects. However, from these experiences, we have learned that it is still important to use media to tell our stories. By revealing their identities through media, I have seen many young North Koreans become more confident about themselves. At the same time, it is important to tell these stories, because such stories are still not heard by many South Koreans.*

> (Informal Speech at the film screening event, June 23, 2008)

When the present author conducted a group interview with the students who were the main subjects of one of the documentaries in the series, *North Korean 1.5 Generation: The Road to Our Home*, they reported similar observations about the director and the film crew. When I asked what they thought about the documentary, they said they were satisfied with the outcome, although some complained that they were disappointed at not seeing some of the scenes the crew had shot. They thought the film's director did not include several very humorous and interesting scenes they had filmed at Our House. They also discussed how hard it was for them as subjects to be natural in front of the video camera. Although they wanted to be indifferent to it, they felt awkward carrying out their daily routines while someone was filming them. One boy was particularly teased by his friends for becoming a different person in front of the camera. However, they did agree that the filmmakers did not distort anything and did their best to portray Our House accurately.

I also asked the students if they agreed with what the Our House director had said before the screening, about how young North Korean refugees have been becoming more confident through revelations about their identities via the media. Most North Koreans hide the fact that they are from North Korea, due to discrimination towards them by native South Koreans. Some of the students who live at Our House have also hidden their identity at school. What is fascinating is that – except for one student who had recently arrived in South Korea – all the other students revealed on camera their identity as North Korean refugees. They said they felt like a burden had been lifted off their shoulders after such a revelation, since they no longer had to lie about themselves. One student said she did not know whether telling her friends she was from

North Korea made her feel confident, but at least she now felt more comfortable. Another student said she was relieved because she would no longer have to make up stories about her past.

Young North Korean Refugees as Documentary Producers

While these students at Our House shared their stories by becoming subjects of documentaries produced by professionals, other young North Korean refugees produced their own films to make their voices heard. Thanks to the development of media technology, video production has become accessible to almost everyone. As shown in the huge number of video clips on YouTube, anyone can produce and edit video content simply using a video camera along with appropriate computer software. Using such advanced technology, young North Koreans have produced three documentaries: *The Long Journey I*, *The Long Journey II*, and *The Dialogue on the Road*. *The Long Journey* series was produced by students from one alternative school for North Korean refugees. In these videos, students retraced the route that had brought them to South Korea. The number of students listed in the credits are three for *Long Journey I* and eight for *Long Journey II*, but other students at this school also travelled with them and assisted in the production process. During her interview with a reporter from a film magazine, one girl who participated in *The Long Journey II* said she wanted to show the hardships and challenges North Korean refugees experienced in coming to South Korea, because the stories of North Korean refugees were always told by others rather than by North Koreans themselves (Hur 2005). Even though it was teachers at this alternative school who suggested to these refugees to make documentaries with their stories, it was the students themselves who wrote the script and took responsibility for each stage of the documentary.

The Long Journey series portrays the emotions and reactions of North Korean refugees when they revisited the places where they had to hide from police due to their illegal status. Since North Korean defectors are not recognized as refugees, they are not protected by any international agreement. The Chinese government therefore sends illegal North Koreans back to North Korea, where these defectors are either executed or harshly punished. These refugees therefore never feel safe in China, due to their fear of repatriation back to North Korea. However, this time they revisited these nightmarish places with a passport from the Republic of Korea. They no longer had to hide from anyone, because their status had changed. They were no longer cowering and were thus able to talk openly with anyone, including the police; yet this openness was due as much to the protection they felt from their cameras as to their legal documentation.

When the students were shooting *The Long Journey II* in China, they were held for inspection by Chinese guards. Nothing happened to them during this interrogation, but the incident did bring back memories of suffering. One boy injured his leg during the inspection because he was so nervous. Yet as time went by, they were able to approach Chinese guards and pass pleasantries with them. Finally, their emotional injuries softened and were able to peel away. Thus, their use of the camera to record their dramatic journey helped heal their wounded hearts.

In the movie, they encounter foreigners. Whenever these students say they are from Korea, foreigners ask them whether they mean North or South Korea. These refugees become unsure about how to answer. This documentary thus does not simply trace their journey back to their pasts, but also shows their current confusion over their identities (Sinyoon 2006).

The Dialogue on the Road was produced by two university students: Geum-Hee, a North Korean refugee, and Min-Ji, a native South Korean student. These two students from the two Koreas travelled through China and Mongolia together for 20 days and videotaped what they experienced. In the film, they share their own stories as they travel through these foreign countries. These places reminded Geum-Hee of the tough times she experienced after leaving North Korea, because China had been on her escape route. As Min-Ji travelled, she too was able to connect these foreign environments with her childhood memories. The movie shows how these two young college students experienced hardships, solved problems, and opened up to each other as they journeyed. After their travels, Geum-Hee told the present author she now feels very relieved and comfortable about her past in North Korea:

> I have a serious nostalgia for North Korea. Even though my whole family suffered from hunger, North Korea is and will be my home forever …
> Nevertheless, my memories of China, Burma and Thailand still torture me.
> I left North Korea when I was 15, and it took our family four years to come to South Korea. During these years, I had to hide my identity to work in a restaurant. I also was put in jail. Those were and are torturing memories. But after revisiting China through this documentary project, I felt so relieved. Even though the fact that I experienced such harsh times during those four years has not changed, I feel like I'm liberated from these severe memories that have tormented me.

These films have not simply healed the wounded hearts of students who participated in the production process; they also have been well recognized both nationally and internationally. They have been screened at various film festivals and have received many awards. For instance, *The Long Journey I* received an award at the Seoul International Youth Film Festival (2006) and "Laudatory Mention" at the Berlin Youth Media Festival (2007), and *The Dialogue on the*

Road was screened at the Busan Asian Short Film Festival (2007). Even though *The Dialogue on the Road* was not officially circulated by other media outlets, such as broadcasting stations or the Internet, *The Long Journey I* and *II* can be found and viewed on the website where Korean educators can upload their educational video sources. Moreover, when I entered the titles of the three documentaries on Internet search engines, I was able to find numerous articles about them. Reporters, film critics, and bloggers in South Korea have posted reviews as well as thoughts and emotions they had after watching these three moving documentaries. While these responses reveal an empathy with the North Korean refugees' stories of challenge and grief, they also represent sincere reflections on what steps we all need to take to embrace North Korean refugees as part of the social fabric, as part of "us".

Media: Outlet for Intercultural Dialogue

During the summer of 2008 when I was teaching media literacy education to young North Korean refugees, all the students who had lived in South Korea for more than a year had their own blogs and most of them were putting a great deal of time and effort into their maintenance. Students who had recently arrived in South Korea also demonstrated great interest in others' blogs, and wanted to start their own blog if they had not started one already. In my media literacy class with North Korean refugees I included the issues of digital media, the Internet, blogs and grassroots media. Even before I pointed these media out, students indicated how people in marginalized groups can have a voice through blogs and other forms of independent media. Many of my students emphasized the importance of openness and honesty in order to be secure and confident in their host society, and how communication through any form of media or channel can provide opportunities to practice storytelling in an open and honest way. Although they started their blogs because it seemed an interesting pursuit, they were aware of the usefulness of blogging as a safe way to network socially. As I observed young North Koreans' offline and online communications, these messages expressed a confidence in disclosing their status as refugees through the media, thereby initiating a personal process of empowerment and consequently improving their integration into South Korean society. For the same reason, students liked the three documentaries produced by the young North Korean refugees. Despite their acknowledgment of these documentaries' unprofessional camerawork and editing, the students felt that the films created by their peers definitely contained some truthfulness that was lacking in other mainstream media.

Of course, telling the stories of North Korean refugees through media cannot be a panacea for solving the issues of the prevalent inequality, bias and prejudice toward North Korean refugees in South Korea. However, such sharing

of stories can allow them to start an intercultural dialogue in South Korean society. Because of their North Korean accents and different usage of the same vocabulary, South Koreans can easily deduce that they are from North Korea, seeing them as "others". Such labelling leads many young North Korean refugees to feel less confident in expressing themselves, as well as to avoid direct communication with other members of society. Therefore, media create a safe venue among North Korean refugees by which they can share their stories without worrying about what other people think about them. As shown by the cases here, this process of sharing stories via media also has the potential to help societal newcomers and outsiders become more confident and liberated.

Furthermore, these efforts have the potential to facilitate meaningful changes in South Korean society. Even though these steps are being taken very slowly, North Korean refugees are paving the road not only for themselves but also for the next generation, who will hopefully experience a reunification of South and North Korea. Many scholars have mentioned the importance of North Korean refugees in South Korea because they function as a predictor of possible troubles and challenges when the two Koreas are unified (Jo, Im, and Jeong 2006; Yoo et al. 2006). Thus, such media efforts by North Korean refugees are preparing South Koreans to be more aware of, socialized to, and thus ready for, their presence – which in turn will encourage a more harmonious reunification of the two Koreas.

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Note

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'Convergence Culture' and Youth Activism in Egypt

New Social Movements on the Block

Ibrahim Saleh

In many parts of the world, media and information literacy has provided a strong platform for young people to contribute to social, political, and economic development, give expression to cultural and religious pluralism, learn about the issues in other environments different from their own, and promote the democratic process.

Egypt is no difference and could not isolate itself from these lofty goals. The new media environment has provided new spaces and opportunities to transform societies, by offering the civil society and social movements impetus that enlightens the decision-making process with information, thus empowering individuals to take control of their destinies.

The research presented here aims to delve deeply into the role media and information literacy plays in the lives of young people in Egypt, the aim being to offer a new vision of media and information literacy that will provide young people with the skills required for effective participation in development activities, using creative media and providing opportunities to gather, analyze and disseminate information.

Two years ago, Egyptian youths captured the global attention and, for a short time, became the world's focus. But the revolution had become nothing but a regime change, and they had every reason to be angry. With the second anniversary of the revolution, something very different emerged on the streets of Egypt. Large groups of masked, black-clad youths began to appear, holding demonstrations, blocking railways, storming government buildings and unleashing a hail of molotovs onto the offices of the Brotherhood (Harvey, 2013).

This article attempts to draw a picture of the new reality of Egyptian youth and how they appropriate new media that seemed to redefine their roles, identities within the context of the public opposition to Islamists in Egypt. From 'Kefya Movement', 'April 6' to even the most recent social movement the 'Black Bloc' that adopt the ideas of anarchism, a common dominator among all of them is the moving beyond traditional methods of mobilization, leading to the creation of what Henry Jenkins (2006) has called 'convergence culture'.

Many Egyptian elite youth use their smart phones to check Facebook and Twitter, send text messages and check email. The real profound cultural transformation encourages new activists on the block to connect with friends for something much bigger, in this case overthrowing their government.

Middle East scholar Joel Beinin has calculated that there have been approximately three thousand worker-led protests in Egypt over the past decade, a situation indicative of the latent discontent with Mubarak's regime (Masoud, 2011). Egypt is plagued with a youth-bulge society, unable to provide jobs and benefits for its disproportionally large young demographic.

Unemployment in Egypt is highest amongst university graduates (Assad & Roudi-Fahimi, 2011), and this is combined with autocratic regimes that are not in touch with the needs of the Egyptian people. The political, economic, and social problems run very deep in Egypt, which added another hurdle to its vulnerability that resulted the insufficient experience with democratic governance, broken social contract and weak educational systems. In addition, corruption, lack of natural resources, and inept bureaucracies crippled economic output thus making the future dim, but things cannot go back to what used to be considered normal (Saleh, 2012).

Such hardship has caused the angry public, especially the youth who have nothing else to lose. The Egyptian youth has become more aware that waiting for change can never happen on its own, and that new media is the only way to make this change. Those disenfranchised groups began to mobilize the society into a state of anarchism against the state especially that poverty, illiteracy and illness have eroded the former nostalgic ideas of romantic idealism of the past glorious past into contentious environment.

Social justice movements in Egypt have often been marginalized by mainstream communication systems, but are increasingly dependent on new media platforms to coordinate actions, mobilize and create networks, despite the fact that most of these movements have their origins in deprived communities.

Political activism in Egypt has been experiencing a 'dangerous period' of setbacks, progress and hiccups, and successes are attributed to the many underlying socio-economic and political issues, including the historical factors that fueled the revolutions of early 2011. Hence, it is pertinent to contextualize the clear role played by social networking in both facilitating the actual events and bringing them to the attention of the whole world to an unparalleled degree, literally in "real time" (Storck, 2011).

In this context, new media and public engagement have redefined Egyptian society, and placed individuals at the centers of their own narratives in the most profound ways and in ways that incorporate production, distribution, and consumption of mass media (new and old). The Egyptians have thus rejected the long predominating official mediated narratives that have long kept them contained, while new narratives of protests and reaction to the harsh economic

situation have become very popular and fulfilling to many youth in different sectors and parts of Egypt (El-Seewi, 2011)

The trajectory of the political protests in Egypt points to the need to keep track of the 'new' media environment in mapping the role of communication in anti-authoritarian movements. "These social networks inform mobilize, entertain, create communities, increase transparency, and seek to hold governments accountable" (Ghannam 2011:4).

These new virtual possibilities provided a new space and redefined the traditional spaces, which in turn offered a new sense of belonging, a kind of bond and solidarity, both internally and with others in the region and beyond (Tung, 2011). This argument between cyber optimists and pessimists remains highly polarized in terms of understanding what *April 6* in Egypt, and other similar organizations actually did and how they did it (Pollock, 2008), which remains highly debatable issues with no clear answers. The perplexity here lies in the growing interest in participation and user-generated media and the lack of wisdom in the public sphere and for political agenda setting.

The article aims to study more seriously the social and cultural effects of new media in the construction of knowledge and values as well as to determine how these dynamics are embedded in more long-term historical developments promoting a greater role for the individual vis-à-vis established authorities (Hofheinz, 2011).

The fact remains that the Egyptian revolution and its consequent political events (good and bad) were about to happen anyway, regardless of the existence of the Internet or technology. Yet the connection between technology and society is central to this discussion: "technology *is* society, and society cannot be understood or represented without its technological tools" (Castells, 2005). As Evgeny Morozov (2011) points out,

> The challenge of anyone analyzing how the Internet may affect the overall effectiveness of political activism, is first, to determine the kind of qualities and activities that are essential to the success of the democratic struggle in a particular country or context and second, to understand how a particular medium of campaigning or facilitating collective action affects those qualities and activities.

The article attempts to identify some of the new forms of cultural articulation and the increasing meditation of culture. Commenting on this change, professor of political science, Joseph Rudolph, stated that the most important example of using technology for political activism has to be Egypt: "There was use of technology to get hundreds of people to gather at 'Tahrir Square' (Liberation Square) night after night to protest. All it requires is a small group with access to a stage to protest," he said. "It will take society time to adapt and realize how technology can be used to allow transparency. Technology ultimately changes

the nature of society, and we are only just getting into the potential of this age of technology."

This reality contrasts with most of the early scholarship such as Daniel Lerner's (1958) *The Passing of Traditional Society: Modernizing the Middle East* and James C. Davies's *Towards a Theory of Revolution*, which has always perceived Third World rioters as rootless individuals who have lost traditional norms and are incapable of following political agitators. However, there is an obvious misconception in this paradigm because it lacks the acknowledgement of both formal organization and informal networking as a precondition for any possible mobilization of communities towards protesting and activated structural social movements (Tilly, 1964).

It is thus important to differentiate between the use of the new media as a tool, by those seeking to bring about change from below, and the virtual imaginary space the media offer, where collective dissent can be articulated. Moreover, the current debate between utopian and dystopian perspectives has reached a deadlock instead of grasping the dialectical relationship between online and offline[1] political action.

Conceptual Framework

The social media should be assessed as part of a cross-media environment, or as a 'hybrid media ecology' (Jenkins, 2006; Benkler, 2006), in order to make rational connections between social media and mainstream media influence on agenda-setting and the changing public sphere in Egypt, in particular during periods of political transition.

This section aims to contextualize some of the broader, overlapping and interpenetrating ways in which media systems and communication networks have complexly conditioned and facilitated political changes (Cottle, 2011), by providing an alternative understanding of the role of technology and information in the events and by drawing on a number of relevant theories and models such as the "The SPIN Model"[2], "Information Warfare Lifecycle Model" and the "Resource Mobilization Theory."

Such new forms of political communication often come into being and can flourish when there is a felt need for them (Sreberny and Mohammadi, 1994), where they can perform a vital role in maintaining, expressing and steering political momentum and constituting a public sphere (or spheres) for a real societal deliberation.

It is thus crucial here to draw on social construction of technology and domestication theories, while arguing that social networking has not replaced traditional ways of mobilization, but has amplified them. The main hypothesis here is that both traditional mobilization tools and new innovative means of communication strengthen mobilization activities.

The research also draws on Ritter's (2010) notion that the emergence and success of nonviolent revolutions depend on the internationalization of these struggles and the presence of an *Iron Cage of Liberalism* (ICL) in countries experiencing a "revolutionary situation" (Tilly 1978), where autocratic leaders gradually lose their economic gains as a result of the increasing presence and empowerment of social movements in particular with the domestic opposition groups, thus highlighting the discrepancy between the regime's insincere commitment to the liberal democratic principles of the patron state and its actual performance in these areas.

First, the "SPIN Model: Segmentation, Polycentrism, Integration & Networks" offers a logical understanding of the social movements' ability to organize and initiate political change and affect the public in a profound way. The model was first introduced by Gerlach and Hine in 1968, and then later developed by Gerlach in 2001 (Bennett 2003).

Because social network linkages are nonhierarchical and information exchange is relatively open (Bennett 2003), it is believed that 'Kefeya' and 'April 6' were able to stipulate the establishment of SPIN structure and maintain it to resist government suppression by adjusting their strategies to cope with any changing conditions on the ground (Gerlach 2001).

Second, the "Information Warfare Lifecycle Model" aims to describe and explain the unfolding of events and youth activism from the initial context to the resolution and consequences of the incidents. The main challenge of the youth was to cope with the authorities (Mubarak's regime, Supreme Army Council and later the religious fascists) in their attempts to utilize technology or information to corrupt, exploit, or deny access to the adversary's similar assets (van Niekerk & Maharaj, (2010), Brazzoli (2007), which explained the reasons behind Waltz's (1998) idea that information warfare may be conducted in three domains: the physical (hardware), the informational (software, logical network connections, policies) and the cognitive (understanding, perceptions, and will). All sorts of new media were primarily used in disseminating anti-government perceptions and give the protests some organization and cohesion. Social media served as an alternative platform of command and control for the protestors, in this way forming the basis for their network-centric warfare. However, it was impossible to use the new media without other traditional ways of communication; including the interpersonal communication, though new media have strong contribution.

Third, "Resource Mobilization Theory" opens the dialogue that concerns explaining how social movements have had their impact on the Egyptian public sphere during the escalation of events since 2011. The theory helps map how youth activism and other social movements function as changing agents in creating a new setting or reality that makes the public more connected and united in making this change. Given this ubiquity and the potential for com-

municating messages to massive, global audiences, social media technologies may be seen as an important, instrumental resource for collective action and social change (El-Tantawy & Wiest, 2011).

The above-mentioned conceptual framework could help generate and instigate socio-political change and certainly identify many of the interrelated issues that can help explain the course and outcomes of the Egyptian revolution that took place in 2011 as well as the current events during the post-revolution period.

Setting the Scene for New Youth Activism in Egypt

This section provides some critical steps for giving structure to present and coming attempts at understanding the course of events. To start with, there are three key components of a prospective communication model of the Egyptian regime change: the media ecologies, the communication culture, and the temporal-spatial unfolding of events (Elike &Rofer, 2011). Many studies have proposed that the benefit of communication technologies depends greatly on who is using them and for what purpose.

Social movements through 'Kefaya' and 'April 6' organized a series of strikes protesting against the rise in the prices of basic commodities, the declining wages, and the fact that even as inflation was becoming an obvious problem, the Egyptian government continued its program of neoliberal privatization (Faris, 2008). For example, the Egyptian Movement for Change, 'Kefaya,'[3] Movement was launched in 2004, and served as a starting point for a new kind of youth activism in Egypt. The group grew to over 70,000 members, amounting to 10 percent of Egypt's active Facebook user population at the time (Ottaway & Hamzawy, 2011).

Egypt has an interesting mix of use of so-called old and new media: Egypt has 6.5 million Facebook users out of its 83 million inhabitants, which seems like very low penetration in many ways, yet it remains one of the highest penetrations of social media of any Middle Eastern or North African (MENA) region.

This happens when traditional media are still governed and controlled by the state through presidential decrees and media laws[4] that still control the broadcast sector in Egypt (Saleh, 2003). During the revolution in 2011 and later on, Egyptian authorities have constantly attempted to take strong steps to take control of the social media discourse by limiting Internet access, posting statements of support for the regime, falsely announcing that protests had been cancelled and trying to obtain information about protesters (Preston, *et al.*, 2011).

Facebook provided a new virtual organizational infrastructure and new space for dialogue for potential protesters to network with one another and share their common grievances (Duncombe, 2011). The idea of spinning protests gained popularity and protests have become self-reinforcing and able

to increase without further direct organization or action by the leadership. This was, in turn, echoed and spread throughout offline communities. The role of 'orality' was evident during the revolution, especially that the majority of Egyptians remained as offline communities, the call for protests was spread verbally by taxi drivers, infamous in Egyptian society for their talkative nature (West, 2011). Activists also used other more traditional forms of distributing information, such as handing out fliers on the street.

In June 2010, Facebook disseminated information about the death of a young blogger, Khaled Said, who was brutally beaten and killed after allegedly posting an incriminating video of police officers (Bhuiyan, 2011). In reaction to his murder, Wael Ghonim, the Middle East marketing director for Google, set up the Facebook page "We Are All Khaled Said" and publicized gruesome photos of Said's corpse. The page quickly attracted 500,000 members and soon became a platform for online discussion and dialogue on shared grievances against the Mubarak regime. Soon thereafter, Egyptian state police arrested Wael Ghonim.

According to *Arab Social Media Report*, Facebook penetration in the Arab World stands at 27,711,504, as of April 2011, with Egypt dominating the scene with its 6,586,260 active Facebook users. This penetration dramatically increased between 5 January and 5 April when almost 2 million Egyptians joined Facebook, which marks the highest growth in users in the Arab region. The facebook users remained limited to younger generations between the age of 18 and 24 years of age (41 percent).

As for Twitter, there were an estimated 131,204 Twitter users in Egypt between 1 January and 30 March 2011, which generated an average of 24,000 tweets a day during that time period. Yet the nature of usage and its intensity varied a great deal, for example one user in Cairo generated 60,000 words alone during the 18-day revolution, amounting to a total of 1,500 tweets. The Arab Social Media Report tracked the volume of daily tweets in Egypt throughout the time period 1 January through 28 February, showing the peaks in Twitter use in connection with major events in the uprising, including the protests in Tunisia on 14 January and Hosni Mubarak stepping down on 11 February.

According to the *Arabic Network for Human Rights Information,* the most popular hash tags in the Arab region between January and March 2011 were #Egypt (1.4 million mentions), #jan25 (1.2 million mentions), and #Libya (990,000 mentions). There were 35,000 active blogs in the Arab region in 2009, growing to 40,000 by 2010.This number has increased dramatically since the 2011 uprisings, which is estimated at 600,000 blogs today.

It is important to emphasize the power of outside conditions, particularly the social, political, and historical contexts of the movement, as well as the availability and interplay of resources (social media and others), and the actors' efficacy in utilizing available resources to meet their goals. Although some

scholars believe that the theory is losing its grip, many indicators still support its hypothesis and draw on the endurance and strength of the theory while updating it for the contemporary situation.

Showcases of Empirical Evidence

This section identifies several showcases of how youth activism and social movements reflected a new convergence of culture in Egypt by examining a number of related studies conducted during and after the revolution.
The study Progression of the Rhythms of News Storytelling on Twitter via Following the #Egypt Hash Tag uses frequency analysis combined with computerized content and in-depth discourse analysis to study news values and the form that the news reported via #Egypt took on during the period January 25 to February 25. The research findings indicated that news feeds collectively generated by citizens, bloggers, activists, journalists, and media outlets exposed the temporal incompatibilities between live tweeting news and reporting. The political activists were very keen on documenting events, and gradually turned to digital platforms of social association as their primary forms of opinion expression and social connection, because other forms of opinion expression were not as accessible, under surveillance, or otherwise regulated.

 hese news streams were effective and offered a mix from opinions, facts and emotions to expressions uttered in anticipation of events that had not yet attained mediality through the mainstream media (Papacharissi & Oliveira, 2011).

The *Tahrir Data Project* gathered empirical data on media use during the Egyptian revolution. The project consisted of three data sets documenting media use by protesters, by coordinators, and by transnational audiences (Wilson, 2011). The research findings indicated that social media use was not predominant in the demonstrations, through it played an important role in connecting and motivating protesters. The key finding related to the alteration of the larger structures and premises of information economies, though such arguments about power relationships must be limited to the media's potential, rather than the actual consequences. Though limited access (16.8 percent) was acknowledged, the findings emphasizes hat there are more individuals connected to the same communication network through tools and platforms, making the potential impact of that network increase exponentially.

In a study that analyzed the *YouTube Videos Asmaa Mahfouz, Egyptian Youth Activist* contributed to the development of a new political language for Egypt, by providing a space to create an individual public political self and by modeling a new form of citizenship and activism for Egyptians (Wall & El-Zahed, 2011). However, the fact remains that many young Egyptians had turned to

participatory and social media in conjunction with the traditional organization of demonstrations. It should be noted, however, that young activist networks of youth, and other politically motivated Egyptians used participatory media that existed before January 2011.

The research findings indicated that political communication via participatory media was amplified to a new intensity that pushed individual voices beyond activists' personal ties to larger networks of others, which might previously have consisted of unconnected groups and individuals. The overall result of these complimentary online and real-world actions could be considered a loosely synchronized enactment of a new form of Egyptian citizenship.

The study on *Online Encyclopedia Wikipedia* as an online setting examined collective memories about users' participation in the creation of articles related to the 2011 Egyptian revolution (Ferron & Massa, 2011). The study addressed issues resulting from social and political change and how they led to cultural trauma, which in turn is deeply connected with the collective identity and the construction of the collective memory. During the escalation of events and later the revolution, Wikipedia was used to advance diverging positions, where activists experienced a sense-making process of interpreting and elaborating the past through the creation of different narratives and other memory representations. However, as time went by and the strong emotional reactions to the traumatic happenings gradually softened, the mobilizing discourse has been gradually replaced with a more rational one that is more neutral. The number of direct contributions to the articles has gradually decreased, and a substantial proportion of them experienced minor edits or indirect work for maintenance purposes.

The research project entitled *Political Activism 2.0* assessed the role of social media in Egypt's "Facebook Revolution." The study indicated that despite the fact that social media, particularly Facebook and Twitter, played a critical role in the political upheavals that have been taking place in the Middle East, though there was no empirical evidence was established between social media and political revolutions. This study showed that social media could potentially contribute to political revolution, but only under certain circumstances. There needs to be a complex network of events, forces, and people in order for social media to be effective in bringing about political change.

It is thus important to keep in mind the differences in content and capability among various forms of social media. For example, while Facebook allows for rich information and a high level of sustained interaction among its users, Twitter has the potential to reach a broader audience at a faster pace. The Egyptian youth used Facebook and Twitter in different ways to serve different fucntions and goals (El-Nawawy & Khamis, 2012).

In a study that projected the work of a 30-year translated archive of news reports from almost all countries and nations, a range of computational content

analysis was processed and included tone mining, geo-coding, and network analysis in order to present what is described as "Culturomics 2.0[5].

This emerging field explores broad cultural trends, offering an interpretation of the key functions of human society. However, this approach tends to result in a summation of events or "digested history" that portrays a hazed picture of reality instead of stimulating an environment of knowledge and understanding of current events (Stierholz, 2008). As such, the above study primarily constituted a search for "news tone" and geographic location to map these textual geographic references and quantify the latent "tone" of news into computable numeric data permits. The *SWB* mentioning Egypt is about 245 a month.

Only twice in the past 30 years has the global tone about Egypt dropped more than three standard deviations below average: January 1991 (the U.S. aerial bombardment of Iraqi troops in Kuwait) and 1-24 January 2011, ahead of the mass uprising, while the only sharp negative moment took place in March 2003 with the launch of the U.S. invasion of Iraq (Leetaru, 2011). In January 2011, there has been an escalation of severe negative progression of media coverage that was characterized by a massive outpouring of international condemnation resulted from the church bombing in Egypt and the public views of political destabilization in Egypt.

Geo-political locations play a decisive role in news reporting and in "passively crowd sourcing" the media to find the locations most closely associated with globally known terrorist movements and religious movements. Thus the geographic clustering of the news, the way in which it frames localities together through social distance, could indicate different perspectives on events and possible representations of how the world views itself through the news media.

Discussion and Concluding Remarks

Young people in Egypt have experienced new alternative information sources that have inundated them daily with media messages and information that have affected them in different ways. However, it should be emphasized that this constitutes a serious challenge to how Egyptian youth decode the importance of the stories narrated by the media.

But while communication technology is changing the way we receive and use media and information, media and information literacy is changing the way we understand and apply media and information. The power of the ever-expanding and boundless social networking sites has become one of our greatest cultural challenges. It is thus reasonable to have discussed the possible explanations for the level of success, or lack of success, of the social movements in attaining the political change desired, while considering some of the pertinent observations. First, the role of media and communications in maintaining the democratizing momentum of political movements for change in the

post-uprising phase will inevitably continue to be of great significance for the reconstruction of civil society and the pace of democratic advancement.

In countries such as Egypt, this will require revised systems of media regulation and institutional governance as well as shifts in professional practices and cultural outlooks on the part of those media workers and organizations closely associated with the former regimes. Moreover, new media organizations and media forms will be required to better express established and emergent constituencies of political, social and religious interests now beginning to compete to steer processes of reform and civil society reconstruction.

But where does the balance lie in this complex matter? One has to start by excluding any definitive answer, though some facts remain concrete and are indicative of how the events have unfolded:

First, despite the limited access to new media, there is strong evidence that social movements, particularly those driven by youth, fanned the flames of revolution in Egypt beyond the control of strict government censorship, which gave desperate protestors alternative, underground ways to plan, organize and create a sustained feeling of unity. However, the 'culture of orality' in the region has succeeded in overcoming barriers and keeping connections even when the Egyptian authorities in 2011 shut off the Internet and mobile networks for five days, starting on 28th January. Second, through word of mouth and the collaborations between more literate Egyptians and the rest of the population, the protestors formed a very real mass body of protestors united in opposition. And with this gradual increase in the scope of public engagement and deliberations, the revolutions happened, though their success in leading Egypt along the path to democracy has been limited. However, the second mass demonstrations occurring on November 27, 2012 constituted a second awakening for alternative voices to the state-run media by echoing a vital source of news and serving as an inspiration to protestors.

As such, the documents and social media have both inspired and responded to the angry public, thus creating a new language of collective public.

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Notes

1 Social capital has "real" offline repercussions for activists and shapes the direction of political change in general (Aouragh & Alexandwe, 2011) through mixed effort of online mobilization and street-level organization to fully grasp the dynamics of such public spheres.

2 SPIN Model: The segmentation aspect refers to the open boundaries between diverse civil society groups that nourish, decline, strengthen and lose grip (Gerlach 2001). Activists can be members in more than one group or segment simultaneously, and "may join and separate over different actions, yet remain available to future coordina-tion" (Bennett 2003). Polycentrism emphasizes the multiple, often temporary, and

sometimes competing leaders or centers of influence (Gerlach 2001). The polycentric groups are "many headed," and they "are not organized in a hierarchy; they are 'heterarchic.' They do not have a commander-in-chief. There is no one person who can claim to speak for the movement as a whole, any more than there is one group that represents the movement" (Gerlach 2001). While the integration refers to "the horizontal structure of distributed activism...The integrative function is provided by personal ties, recognition of common threats, pragmatism about achieving goals, and the ease of finding associations and information through the Internet" (Bennett 2003:22). Social media, with their openness and non-hierarchical structure, can give a boost to horizontalism within politically oriented networks (Mason 2011). Networks usually evolve from the previous aspects of "overlapping membership, joint activities... and shared ideals and opponents" (Gerlach 2001). Networking provides a space and reasons for a kind of synergy between diverse participants to coordinate participation in joint action.

3   The movement "was founded by intellectuals demanding political reform and had limited success mobilizing a critical mass of protesters, and found it especially difficult to reach workers." But this changed in 2008, when 27-year-old human resources coordinator Esraa Abdel Fattah set up a group on the social networking website calling for participation in the April 6 worker strike that was planned for a textile mill in 'al-Mahalla al-Kubra' in the Nile Delta (Hofheinz 2011).

4   (13 in 1979; 223 in 1989) and decrees (411 in 2000)

5   A web crawl of English-language Web-based news sites from across the world is used as a proxy for English Web-only news to test how much additional insight is gained through Summary of World Broadcasts's (SWB's) ability to penetrate non-Web broadcast and print media and translate vernacular languages. This crawl includes roughly 10,000-100,000 articles a day from 1 January 2006 through 31 May 2011, and includes all URLs indexed by Google News's front page, main topic pages, and individual country feeds (using its "location:" functionality). The digitized Times compilation used a manual process to update the archive with all articles mentioning Egypt or Cairo from 1 January 2006 through 31 May 2011.

The Role of Media and Information Literacy in Promoting Mutual Respect and Sustainable Development in Culturally Diverse India

K.V. Nagaraj & Vedabhyas Kundu

> *We are here Santhali, Muslim, Dalit, Brahman, Kol in our homes, but simply students in our school and to our teachers. Every week we have Sahitya Sabhas, where we learn new things about our culture and about those of our friends, we sing and dance with each other and share our lunch ... we appeal to you to not let the demons of division enter your communities or neighbourhoods and follow the principle that we are following here in our school with unity through friendship, understanding and integration.*

> Class X students at Anandalaya School, Madhupur, Jharkhand.
> The students are also reporters for the children's newspaper,
> The Peace Gong (Universal peace through mutual respect,
> The Peace Gong, September 2012 issue)[1].

The Peace Gong student reporters poignantly underline how they, though from diverse communities with different cultural orientations like Santhali, Muslim, Brahmin and Dalit, promote mutual respect through intercultural dialogue and learning about each other. Through their writing they also highlight the importance of intercultural understanding and friendship to ensure that divisive forces do not enter their communities.

Further in their article, they express concern about the conflict situation in the distant state of Assam (a state in north-eastern India) which began due to clashes between two different communities.[2]

They talk about the interactions they initiated in their villages with adults concerning the importance of harmony among communities and the removal of differences while underlining, "we appeal to you to not let the demons of division enter your communities or neighbourhoods and follow the principle that we are following here in our school with unity through friendship, understanding and integration." The perspective of the child reporters at the rural

school echoes with the views of Nobel Laureate Amartya Sen[3], who said, "The best hope for peace in the world lies in the simple but far-reaching recognition that we all have many different associations and affiliations, and we need not see ourselves as being rigidly divided by a single categorization of hardened groups which confront each other."

The very fact that the children took the initiative to start dialogue and interaction not only with their peers but even with adults to look at solutions to divisiveness has been articulated by Appadurai (2006)[4], who asked, "If dialogue does not eliminate difference and diversity of opinion, how are we to move forward in intercultural dialogue and avoid the idea of a 'clash of civilizations' which amounts to a denial of the possibility of dialogue?"

The training of the *Peace Gong* reporters at the rural school Anandalaya in using media and information to promote harmony and dialogue amongst culturally diverse communities takes us to the overarching theme of this chapter. Through case studies from the field in India, this chapter will critically look at the whole canvas of how media and information literacy (MIL), especially amongst young people, can be a catalyst in facilitating dialogue for promoting tolerance. At a time when discussions are underway worldwide concerning the post-2015 development agenda and formulation of sustainable development goals, the chapter will try to establish a link between media and information literacy, which would include literacy in traditional knowledge and communication systems, with a culture of peace and sustainable development practices.

Here it is significant to point out that the pedagogical approach to MIL in India needs to encapsulate the country's rich cultural diversity so that it can be used to encourage dialogue and diverse discourses on sustainable development goals. Also, it is important to note that the pedagogy of MIL should also take into account the traditional knowledge and communication systems which have long been a source of intercultural dialogue and sustainable development practices.

Cultural Diversity and Challenges to Contemporary India

Before analysing the case studies related to media and information literacy, it would be pertinent to look at the diversity of India. Indian society has complex diversities – both cultural and biological. The main sources of the cultural diversity are ethnicity, religion, language, customs and traditions. The country has 22 scheduled languages, 122 other languages and 234 mother tongues (http://www.censusindia.gov.in/Census_Data_2001/Census_Data_Online/Language/Statement1.htm).

Further, there are hundreds of dialects and sub-dialects of different languages. Das (2008)[5] captures this complex diversity, saying that India has the nine religious categories Hinduism, Islam, Christianity, Jainism, Sikhism, Bud-

dhism, Judaism, Zoroastrianism and Tribal Religions. Each of these religions is further subdivided according to religious doctrines, sects and cults.

Das points out that there are 4,635 identifiable communities in the country, most of whom have their own unique dress patterns, languages, forms of worship, occupations, food habits and kinship patterns. Despite such wide diversity, pluralism has always been inherent in India's tradition and culture.

Sen (2005)[6], however, says that "It is the combination of internal pluralism and external receptivity that has been most challenged in recent decades by separatist viewpoints, varying from communitarian exclusion and aggressive parochialism on the one side to cultural alienation and isolationist nationalism on the other."

This concern is linked to the increasing stereotyping of different communities in India, not just by the media but also by different groups. At this stage it would be pertinent to look at the expansion of mass media in the country. Ninan (2011)[7] postulates that "Twenty years after the economic liberalization process began in India the increased growth of advertising in the country has led to more media and greater media access for the average citizen, including those who cannot read. The country now has more than 700 satellite channels and several thousand publications." Along with this increase are the phenomenal growth of mobile telephony and the reach of Internet connectivity.

However, Ninan argues that this expansion has not led to a commensurate focus on economic inequality, agricultural distress, on indeed a range of development issues such as school education and the quality and provision of health services. Meanwhile, regarding the contemporary media scenario, Verghese (2011)[8] argues that "The competition for readers, listeners and viewers in order to grab advertising has led to a dumbing down of content with sensationalism, trivialisation, titillation and, sometimes, local or national chauvinism crowding out more serious and worthwhile content. Trial by the press and publication of unverified allegations against people, communities and institutions has become commonplace."

The elaborate communication architecture, which not only includes the mass media and new media but also the traditional and indigenous communication systems that have been the source of dialogue and heterodoxy, provides much space for ordinary Indians to take part in public discourse and communicate their concerns. However, according to Ninan, Verghese and Sainath, the *'disconnect between Indian media and masses'* poses a challenge for ordinary Indians to discern between media messages and reality.

Sen's perspectives on the challenges to Indian pluralism and the concerns on the functioning of Indian media, as noted above, takes us to the need to delve into a MIL initiative amongst the citizenry that would enable the critical understanding of different cultures and traditions, prepare grounds for mutual respect, and contribute to sustainable progress.

The Peace Gong, a Children's Newspaper: Building Bridges of Friendship

The Peace Gong, by promoting media and information literacy, aims to build bridges of friendship amongst children of the world and prepare them to work towards a global nonviolent future. It is not just a platform for children to write about social concerns but is also a vehicle to promote child participation in community-building. (United Nations Volunteers, 2012)[9].

The aim of the initiative, according to Professor T K Thomas, Chairman of the Gurudev Rabindranath Tagore Foundation, which publishes *The Peace Gong*, is also to develop communicative, semiotic and cultural skills along with critical thinking abilities amongst children so that they can negotiate the increasing complexities of today's world.

The importance of developing communicative, semiotic and cultural skills amongst young people and its link to the evolution of humanistic values is captured by Spandana Bhattacharya, a Class XII student and Editor of *The Peace Gong*. In her editorial Spandana (2012)[10] notes that "All of us have the light in us, a light powerful enough to purge the darkness around. We all have the spark in us, just waiting to be kindled! We are all peace warriors trying to work day and night for a better tomorrow. And that's exactly what our newspaper '*The Peace Gong*' advocates – humanity."

Further training in communications to initiate dialogue among diverse groups can be accentuated by rural reporters for *The Peace Gong* in Gokak, Karnataka, a state in southern India. Tadasanapar and Dupalamathi (both students of Class X) wrote (2011)[11], "A farmer's meeting organized by the children of Gokak Shishu Panchayat at the Munnyan village, on the eve of the World Food Day, concluded that it was high time to think of alternative cropping to deal with the food insecurity in the village. Farmers, attending the meeting, confirmed that dependence on a single crop and poor rainfall has led to a situation of food insecurity in the village, coupled with rising prices." (The story was written by the children in their native language and translated by their adult coordinator.)

The efforts of the members of the children's council, also reporters for *The Peace Gong*, to initiate dialogue amongst their peers and farmers of the village on the issue of food insecurity takes us to the role of MIL in promoting active citizenry amongst young people. It also gives the perspective that MIL can help young people take up sustainable development issues in their communities.

Dialogues initiated by rural child reporters from Anandalaya School and Gokak offer insight into how developing communicative skills promotes active citizenship. This is elaborated by Iflah Javed Qureshi, a student of Class XII in Jammu and Kashmir. A *Peace Gong* reporter, Iflah notes, "For a strong foundation of an active young citizenry it is a challenge on how young people make

A wallpaper like The Peace Gong is a low cost media product which children can develop. This Peace Gong wallpaper is in Malayalam, a local language. The English version is printed.

Photo: By courtesy of The Peace Gong.

use of information for the benefit of the society. Against this backdrop, MIL programmes especially for young people become significant as they develop their capacities and enhance their skills to not only use information but also use the media to take up social concerns." This position is reiterated by Tornero and Varis (2010)[12],who point out that "new media literacy movements stress the value of understanding and respect for cultural diversity and dialogue amongst cultures".

Iflah's contention and the efforts of her fellow *Peace Gong* reporters set the tone for the pedagogical approaches to MIL in a culturally diverse country like India.

Shishu Panchayats (Children's Council): Promoting Child Participation and Active Citizenry through Communicative Skills

An insight into how training in communication and capacities to use information help marginalized rural children is the experiment of the *Gokak Shishu Panchayath (children's council)* in Karnataka, a state in southern India. The *Shishu Panchayath* members (children's groups working at grassroots level) have not only been initiating dialogues in their village with their peers and adults on issues like food security, but have also been contributing to sustainable development processes through their school nutrition and herbal garden initiative.

Elaborating on the trainings imparted to the children of the *Shishu Panchayath*, Patil (2012)[13] says that "Developing capacities, understanding diversities, knowledge of how to use communications for social change, development of critical thinking abilities and becoming active to fight social problems are all essential to evolve a good citizenry. The initiative to promote child participation through Shishu Panchayaths is aimed to not only to promote active and responsible citizenship but above all to make the participants better human beings who are bound to all other human beings by ties of recognition and concern."

Patil outlines the aims of the children's council as: to promote active and responsible citizenship; to strengthen communicative skills and critical understanding of the media; to offer training in peace, nonviolence and conflict resolution; and to contribute to the democratic process. The objectives of the Shishu Panchayat are captured in the initiative of the children to create awareness about safe drinking water in their village. Patil writes, "Goal 7 of the MDGs talks of ensuring environmental sustainability. As part of this goal, the children of the Gokak Shishu Panchayath took the initiative with local gram panchayat (grassroots democratic functionaries in Indian villages) and the village sanitation committee to create awareness on safe drinking water in Gokak in August-September, 2011. The children were trained on how to filter water using local traditional methods. Low cost technology was used as it was

to cater to poor people of the area. Later the children of the Shishu Panchayat along with the members of the village sanitation committee went from house to house to explain the techniques and the importance of safe drinking water."

A similar initiative in which the children's council have used their training in communication and use of information is the Surovi Shishu Panchayat in Guwahati, Assam (a state in north-eastern India). "The members of Surovi conduct a mass awareness programme where children impart information to the villagers and adults on child/women rights, right to education, health and sanitation etc. They also have a one-day 'Field Study Programme', where members learn new concepts and techniques from farmers and growers, and about their culture and tradition from senior citizens and villagers. Surovi members also visit their associate schools on regular basis to share information and knowledge with their peers about different issues concerning children and community" (United Nations Volunteers, 2012)[14].

Supriya Dey, a student of Class XII and President of the Surovi Shishu Panchayat, articulates the role of MIL in their efforts to bring change to their community: "In all our initiatives we use of different tools of communication like developing wallpaper, interpersonal communications, interviewing for survey and use of traditional media." In this context, Supriya talks of the Surovi Social Responsibility Survey programme, initiated on June 11, 2012 by the children and their adult mentors to perform a reality check on the quality and responsibility of the ongoing education system in various government, semi-government and private high schools in their community.

Rihan Ali, Coordinator of the Surovi Shishu Panchayat points out an important link between quality of education and the capacities of young people to use information and communication. "Through the survey the Surovi children felt without quality education children won't be able to analyse and use available information."

Similarly, Thansila, 16 and President of Wayanad Shishu Panchayat (Wayanad is one of the most backward districts of Kerala, a state in southern India), observes that training in communications and on how to use information helps them contribute to ensuring that the voices of the marginalized and downtrodden are heard. She and Shobi, the Communications Secretary, underline how they are trying to create awareness on the continuing concerns on backwardness in their region through their interpersonal communication skills and the local *Peace Gong* wallpaper in Malayalam.

Laila Saein and Anil Emage, Directors, Academia for Research and Communication and founders of the Leadership Village Democracy, a young leader's programme, observes that by visiting and interviewing local elected representatives, police officials, education officials etc., young members of the Wayanad Shishu Panchayat are able to understand local issues and contribute to solving problems in their own ways.

It is significant that the essence of the efforts of the children's councils are reflected in Article 13 of the UN Convention on the Rights of the Child, which states: "The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice."

Child Reporters of Koraput, Orissa

In Koraput district of Orissa (a state in eastern India), through systematic media literacy training child reporters have developed capacities to initiate dialogue on sustainable concerns. They write, "We are the child reporters from Jayanagar Sevasram at Jeypore. Our classroom is situated in a place where people defecate in the open and keep animals in their homes. It was very difficult to sit in the classroom. While it was a long time that the children of the school had suffered, we wished to raise the issue. We first went to the people living in the vicinity, trying to convince them not to create an unhealthy situation around the classroom. But they were not in a position to listen... While sitting in a regular group meeting of the child reporters in the school, we decided to make a report about this and got it published in *Ankurodgam*. We also approached Rohit Kumar Padhi, the councillor of Ward No. 1, with the *Ankurodgam* in our hand. He walked to the spot with us. While the municipal authorities immediately took steps to clean the place, Mr Padhi warned the people not to create unhygienic conditions around the classroom. Now we are able to sit in the classroom." (Santakar, 2011)[15]

The Koraput child reporters are part of an initiative by UNICEF in association with the Koraput Farmers' Association and the People's Group for Children's Development. They are from diverse communities, including Kondh and Paraja (indigenous communities in the state of Orissa), backward classes and other groups. The children write for *Ankurodgam*, a bi-monthly supplement to an Oriya daily, *Anupam Bharat*.

Praxis

Varis (2009)[16] stresses that the most important skills of the future will be communication skills, and that critical thinking skills are needed for productive and positive activity. Innovative examples from the field, like *The Peace Gong*, the Children's Councils including Gokak and Surovi, and the child reporters of Koraput, tend to capture how the enhancement of communicative skills and critical thinking abilities amongst the citizenry helps them take up concerns of the community and challenge divisive forces.

As not much effort has been made to make structured curricula on media and information literacy in academic institutions for children and young people, initiatives such as those discussed above remain primarily civil society efforts. However, the objectives and orientations of these initiatives contribute to the understanding of what the nature of MIL should be in a diverse country like India, where large populations live in rural areas.

Against the backdrop of global discussions on sustainable development goals post-2015, some of these initiatives inextricably provide possible models of MIL pedagogies that not only dialogically connect diverse communities but also develop participants' capacities to contribute to sustainable development. It should also be noted that most of these groups also tend to use traditional forms of communication, which in the context of India is significant for the social transformation of communities. The critical understanding of traditional forms of communication needs to be part of the MIL pedagogy.

In the search for an appropriate framework of MIL for intercultural dialogue and sustainable development in India, the work of senior Gandhian Natwar Thakkar for emotional bridge-building amongst different cultural groups is significant. Thakkar, 81, who is from Gujarat (a state in western India), went all the way to Nagaland in north-east India in the 1950s to start his work of *emotional bridge-building and sustainable development* (Kundu, 1999 & 2010[17 & 18] & Qureshi, 2012[19]). He is of the view that the communication praxis of India should not only encompass a deep understanding of each other's culture and tradition but also do the work of *emotional bridge-building* and thereby connect people of diverse cultures. He observes that unless pluralism and mutual respect become central to one's communicative abilities, one cannot reach out to diverse communities across the country. These, he opines, have to be part of any communication message, be it person-to-person or via the mass media or social media. The very fact that Thakkar could reach out to the ethnic community of Nagaland – and at the peak of Naga tribal insurgency in the state during the 1950s – encapsulates the centrality of *'emotional bridge-building'* and *'respect for and understanding of other's culture'* in any communication literacy project.

Thakkar's perspective takes him to the nonviolent approaches to communication of Mahatma Gandhi. In this context, Kundu (2011)[20] argues for the need to incorporate a Gandhian approach to communication into any media education curriculum, as this would prepare participants for using media and communication to promote a culture of peace and nonviolence. Gonsalves (2010)[21] explains the Gandhian communication model as follows: "From start to finish, the underlying principle of Gandhian engagement with an opponent in a conflict is to keep the channels open, to avoid intimidation and to remove all obstacles to dialogues."

Further, several scholars have written on what the nature of media literacy education should be in a developing country like India. Kumar (2007)[22] says "The primary goals of media education are thus the conscientization, empowerment and liberation of the community and of society as a whole. Its concerns are the promotion of equality, social justice, democracy, freedom, human dignity and a more humane society. The methods or strategies it employs are dialogue, reflection and action." He links media education to "national development", and argues for "the need for education of the citizenship and for democracy".

Conclusion

This article represents an effort to develop a framework for media and information literacy in India encompassing the deep-rooted cultural tradition, pluralism and significance of mutual respect and nonviolence. Using case studies involving children and young people, it attempts to look at how training in MIL could help facilitate dialogue between diverse communities, further positive engagement in conflict situations, promote a culture of peace and, most importantly, facilitate sustainable development. It also attempts to underscore the importance of emotional bridge-building in the communication praxis, to promote mutual respect and tolerance. Significantly, it attempts to focus on the Gandhian approach to nonviolent communication in the MIL framework, which could be encompassed at the pedagogical level globally. New objectives for media literacy in the 21st century include: a) capacity for listening, namely for understanding, and for talking; b) tolerance; c) respect for diversity; and d) ethics (Tornero and Varis, 2010)[23], for global peace and prosperity.

Notes

1   "Universal peace through mutual respect" by Class X students of Anandalaya School, (a school in backward, rural area) in Madhupur, Jharkhand (a state in the eastern part of India) who are also reporters of the children's newspaper, *The Peace Gong*, September 2012 issue, published to mark the International Day of Non-Violence on October 2. *The Peace Gong* is published as part of a Media and Information Literacy programme by the Gurudev Rabindranath Tagore Foundation, New Delhi.

2   In July 2012, ethnic clashes broke between the indigenous Bodo community and immigrant Muslims in the state. A large number of people were killed and many ended up in refugee camps.

3   Sen, A. http://www.unesco.org/culture/aic/echoingvoices/amartya-sen.php; retrieved on December 5, 2012.

4   Appadurai, A. (2006) *The Risks of Dialogue in New Stakes for Intercultural Dialogue*; UNESCO

5   Das, N.K. (2008) Cultural Diversity, Religious Syncretism and People of India: An Anthropological Interpretation; http://anthropology-bd.blogspot.in/2008/08/cultural-diversity-religious-syncretism.html; retrieved on October 10, 2012.

6   Sen, A. (2005) *The Argumentative Indian*; Penguin Books.

7   Ninan, S. (2011) *Media Growth, Development and Inequality*. Namaste published by Prasar Bharati to mark the 48th General Assembly of the Asian Broadcasting Union; November 2-8, 2011.

8   Verghese, B.G. (2011) Perils of untrammelled freedom of expression; http://www.bgverghese.com/PressFreedom.htm

9   Case Study: Peace Gong Children breaking all barriers to spread peace and harmony (2012) in *Volunteering in India: Contexts, Perspectives and Discourses*; published by the United Nations Volunteers.

10   Bhattacharya, S. (2012). Awakening the volunteer spirit in *The Peace Gong* (April 2012) published by Gurudev Rabindranath Tagore Foundation in association with the United Nations Volunteers.

11   *Tadasanapar, S.B. & Dupalamathi, A.S. (2011) Poor rainfall root cause of food insecurity; The Peace Gong, Vol-1, October 2011.*

12   Tornero, J.M. Perez & Varis, T. (2010) *Media Literacy and New Humanism*; UNESCO Institute for Information Technologies in Education.

13   Patil, A R (2012) *Role of children as volunteers for sustainable rural development*; Paper presented at National Conference on Youth, Volunteerism and Sustainable Development; organized by United Nations Volunteers and Rajiv Gandhi National Institute for Youth Development; Sriperumbudur, Chennai, India; October 29-31, 2012.

14   Case Study: Surovi Shishu Panchayat- Child leaders as harbingers of change at the grassroots level (2012) in *Volunteering in India: Contexts, Perspectives and Discourses*; published by the United Nations Volunteers.

15   Santakar, Ch. (2011) *Case Study of Child Reporters*; People's Group for Children's Development.

16   Varis, T. (2009). Media Literacy and Intercultural Dialogue in Tapio Varis and Salem Al-Agtash (eds). *Ubiquitous ICT for Sustainable Education and Cultural Literacy*; Finnish National Commission for UNESCO No. 84.

17   Kundu, Vedabhyas (1999) India's Living Legends: Savants of Voluntary Action; Voluntary Action Network India (VANI).

18   Kundu, Vedabhyas (2010) Promoting Volunteerism for Sustainable Development; *Indian Journal of Secularism*; Vol 14, No. 3; October-December 2010.

19   Marching towards a violence free world; interview of Natwar Thakkar by Iflah Javed Qureshi in *The Peace Gong*; September 2012 issue (Issue published to mark the International Day of Non-Violence on October 2)

20   Kundu, Vedabhyas (2011) Media Literacy Education in the Context of Peace Education; *Science Communicator*; Vol 02, Issue 02, June 2011

21   Gonsalves, Peter (2010) *Clothing for Liberation; A Communication Analysis of Gandhi's Swadeshi Revolution*; Sage.

22   Kumar, K.J. (2007) *Media Education, Regulation and Public Policy in India*; Paper presented at the UNESCO Paris Conference on Media Education.

23   Tornero, J.M. Perez & Varis, T. (2010) *Media Literacy and New Humanism*; UNESCO Institute for Information Technologies in Education.

Femina – Empowering Tanzanian Youth through Voice and Dialogue

Minou Fuglesang & Karen Marie Thulstrup

Soliciting voice and creating dialogue among youth as a way of provoking critical reflection has been one of Femina's main aims from the very beginning. Working with youth, communities and partners throughout Tanzania, Femina produces a variety of media products in both Swahili and English, with a vision of a society where young people actively contribute to the development and wellbeing of Tanzania by choosing healthy lifestyles and making positive sexual health choices; whereby they can also support themselves, have access to sustainable livelihoods, are engaged citizens and value men and women equally.

Working towards this vision, Femina mainstreams issues of rights and gender through three core themes – Sexual and Reproductive Health; Economic Empowerment; and Citizen Engagement – which represent elements of a more holistic strategy aimed at reducing risky sexual behaviour and promoting positive life skills.

More than a Health Project

Femina was initiated in the late 90s as a result of an enormous need for information and knowledge about sexuality among Tanzanian youth. Sex education was not included in the school curricula, and no other organization or institution was addressing or discussing the issue of sexual and reproductive health with youth during that time. International attention to the issue in general had been generated during the International Conference on Population and Development held in Cairo, Egypt, in 1994. This event, arranged by the United Nations (UN), addressed the issue of reproductive health, stating '*access to reproductive health and sexual health services including family planning*' among its goals. All participating countries committed to promote these issues in their home countries, which laid the foundation for an enabling political environment in Tanzania at that time. This also influenced the international donor community, which started to prioritize allocating funds to promote information about sexual and reproductive health among youth.

Femina Facts

Established: 1999
Target Group: Youth aged 15 to 35
Media Products: *Fema Magazine, Si Mchezo! Magazine, Fema TV Show, Fema Radio Show*
Reach: Ten million Tanzanians annually[1].
Basket Donors: SIDA, DANIDA and HIVOS
Staff Members: 32
Contact: www.feminahip.or.tz

1) Reaching millions, Changing Generations: 2009

Femina started out as a health project, focusing specifically on sexual and reproductive health and HIV/AIDS. Our approach to these sensitive issues was somewhat controversial, and was led by the belief that youth should have access to accurate and consistent information about such issues as family planning, sexually transmitted diseases and masturbation. This contradicted – and to some extent still contradicts – the existing traditional view in Tanzania that youth should only be taught (as well as practise) abstinence until they marry, which is saturated by a culture of silence and taboo concerning sexuality in general.

Since then, Femina's agenda has evolved beyond health to also include economic empowerment and citizen engagement. Through discussions with and feedback from youth during Femina's first Youth Conference for out-of-school youth in 2008, it became clear that for youth to lead healthy lifestyles, they need to be able to generate an income and support themselves. The link between accessing livelihoods and maintaining a healthy life was made explicit, and shortly after the conference Femina launched our economic empowerment agenda, focusing on entrepreneurship and financial education. Working from a rights perspective, youth's rights and responsibilities have always been cross-cutting issues for Femina. After addressing these issues for over a decade Femina has realized their fundamental value to youth empowerment, and as a result recently launched our third agenda on citizen engagement, focusing on young people's need to understand how to mutually contribute to and benefit from society.

As a Tanzanian civil society organization, Femina's strength has been to always facilitate the voices of youth, using a youthful language and being attentive to youth trends and values. Employing a simple edutainment method (combining education with entertainment) through real-life stories, testimonials and docudrama, Femina captures the attention and interest of young people to convey our culturally sensitive messages. This is part of our overall strategic communication approach, whereby clear messaging and a participatory production process – which gives voice to and creates dialogue among young people and their communities – results in a more relevant end product. This

messaging is brought directly to the audience through reoccurring magazines, TV, radio, social media, SMS as well as community mobilization activities which, taken together, mutually reinforce key messages and support peer education activities in the field.

Over the years Femina has developed a strong brand, representing a reliable and important source of information and knowledge for youth across Tanzania. We increasingly receive feedback from youth who want to engage more with us, becoming part of our Femina Family.

Communication for Social Change
– A Combined Approach

Femina's strategy is strongly embedded in the theory of Communication for Social Change, which is demonstrated in our combined approach as a multimedia platform also practising interpersonal communication emphasizing participatory communication.

Our major media products include the *Fema* and *Si Mchezo!* (No Joke!) Magazines. *Fema* was the first product developed back in 1999 when Femina began, and as such represents the organization's flagship. *Fema* (referring to *female* and *male*) is a bilingual magazine in Swahili and English, produced quarterly and targeting primarily secondary school students. *Fema* is currently distributed to over 2,500 secondary schools and 300 additional partners including nongovernmental organizations (NGOs) and local governments across Tanzania. Each issue takes on a specific theme relating to our combination prevention strategy, combining articles, photo stories, cartoons and advice columns. The editorial collection is conducted in the field, capturing local stories and circumstances on the ground to ensure that *Fema* remains relevant and authentic to its audience.

Si Mchezo! is a bimonthly magazine targeting rural, out-of-school, semiliterate youth. The magazine is distributed to 570 partner organizations and NGOs, who utilize the important resource to undertake peer education activities in the field. The production team works in the field to collect stories from normal people's everyday lives, which ensures that the magazine is relevant and relatable, and at the same time serves as inspiration to its readers. Although *Si Mchezo!* primarily targets youth, we find that all members of the community at large interact with the magazine and that it as such stimulates dialogue and discussions across generations throughout Tanzanian communities.

The *Fema TV Show*, another popular Femina creation, is a weekly, half-hour show broadcast on two national TV stations. Similarly to the editorial collection for the *Fema* and *Si Mchezo!* magazines, the TV show always features youth-relevant issues, as Femina staff work in the field to collect stories and testimonies and thereby tap into current youth issues. As part of the *Fema*

TV Show Femina launched the *Ruka Juu TV Show*, a reality entrepreneurship competition in which six participants competed for five million TSH (300 USD). The competition was initiated as a response to the growing demand for knowledge and skills in entrepreneurship and financial literacy among young Tanzanians. The show proved successful and a second season on *Young Farmers in Business,* featuring agriculture as a reliable source of income for youth, is in the making and will be launched in March 2013. The *Ruka Juu TV Show* is supplemented by the *Fema Radio Show*, which combines testimonials, 'vox pops' (man-on-the-street commentaries), a drama segment and field/in-studio discussions with experts and real people. The radio show is interactive, as listeners can send in comments and questions via SMS and also participate in competitions. It is a 30-minute show, and usually aired on two national stations as well as on local FM channels.

To increase the dialogue we nourish with our audience, Femina has during recent years strengthened our engagement online to include the interactive website *Chezasalama.com*, a corporate website, a Facebook page, a Youtube and Twitter account. Issues discussed resonant with the themes and questions, we raise in our other media products. Furthermore, a mobile platform has been launched to encourage youth to speak back to Femina via SMSes; , commenting on and answering the frequently posted pictures and questions in all our products. Received SMS messages are carefully categorized and personally responded to by relevant Femina staff members.

Outreach activities also form an essential part of Femina's activities, as Community Mobilization travels to a new region every quarter and engages youth and their communities through road shows, schools and partner visits. Through outreach activities, Femina reinforces messages already communicated in our media products and stimulates dialogue through face-to-face interaction with audiences in the field. Community Mobilization also monitors the nearly 600 Fema Clubs established across Tanzania, and regularly participates in fairs and festivals across the country to engage in a direct dialogue with our audiences about issues relevant in their lives.

Fema Clubs – Ideal Avenues for Dialogue and Discussion

As a vital part of Femina's approach, the Fema Clubs represent avenues where youth meet, read and engage in dialogue and discussion about issues featuring in Femina's products. While the *Fema* and Si *Mchezo!* magazines, as well as Femina's other media products, are media products intended to raise awareness among young Tanzanians, the Fema Clubs are social networks where youth, through interpersonal communication, participation and dialogue, build skills in decision-making, idea generation and critical thinking while learning to negotiate attitudes, decisions and power relations.

Fema Clubbers in Tanzania engaging with Fema Magazine, one of many media products from Femina. Using popular culture and working from a rights perspective, youth's rights and responsibilities have always been cross-cutting issues for Femina reaching ten million Tanzanians annually.
Photo: By courtesy of Femina

Fema Clubs are considered to be among Femina's successes, as there is an increasing demand for these venues of youth dialogue and participation across Tanzania. The Clubs are encouraged to report back to Femina each quarter, while our Community Mobilization team also routinely works in the field to undertake monitoring visits and provide support to the Clubs. The reoccurring *Fema* magazine is a substantial and reliable support, a source of information for the Fema Clubs and the primary communication channel between the Clubs and Femina.

Since their inception in 2001, key activities performed by the Fema Clubs have included peer education, debates and dramas, cleaning up the environment and the community, and initiating income-generating businesses. These activities foster an environment of mutual exchange and learning throughout communities, where students as well as out-of-school youth strengthen their sense of citizenship altogether. All Clubs are required to develop a constitution, elect their own leaders and organize themselves in relation to their objectives and activities. Since the end of 2011, each quarter Femina has also developed club challenges, featured in *Fema* magazine to increasingly stimulate dialogue with the clubbers. Through this unique approach, Femina is contributing to building a stronger, more informed and empowered generation of young Tanzanian citizens.

Objectives of the Fema Clubs:

- For students to share experiences and learning together; to express their voices, listen to others and to develop confidence and communication skills

- Establish an atmosphere of trust, creating safe spaces so students can talk openly about sensitive issues

- For students to volunteer, take initiative and start activities, developing leadership skills

- For students to learn about their rights and responsibilities as well as develop the skills that will make them respected and successful citizens

Source: Club Poster, 2009

From 'What's Your ASLR' to 'Do You Wanna Go Private?'[1]

A Study on Digital Behaviour among South African Youth and the Social Network 'Mxit'

Gerrit Beger, Priscillia Kounkou Hoveyda & Akshay Sinha

Across the globe, the growing use of mobile phones has opened up many doors in personal learning, networking and communication, media production, activism and economic development. In recent years, the emergence of Internet access on these devices has fostered new opportunities to bridge the digital divide and to close the Internet participation gap between and within countries.

Dubbed "the least wired region in the world" by the International Telecommunications Union (ITU), Africa stands to benefit tremendously from the continued dissemination of mobile phones and Internet technologies. The low cost of SIM cards, the availability of cheap handsets and of prepaid subscriptions have enabled many users to access the Internet from their phones. South Africa is an important case study in the way that mobile phone access and usage has grown rapidly in recent years. From 2005 to 2009, the number of South Africans owning, renting and/or having access to a mobile phone increased by 20 per cent[2], and the nation now sees 93 per cent mobile penetration among its total population of 49 million[3].

While the last decade saw an explosion of social networking sites in Western countries, including Facebook, MySpace and Twitter, South Africa saw the creation of a predominantly mobile-based application called Mxit. Created in South Africa in 2004, Mxit is a free instant messaging and social networking application for people aged 13 and up[4] that runs on multiple mobile and computing platforms. Mxit allows its users to send and receive text and multimedia messages in one-on-one conversations as well as in public chatrooms. Mxit users can also play games, download music, access movie clips and news, and buy and sell goods.

With over 44 million registered user accounts in South Africa[5] – 55 per cent male and 45 per cent female, with 47 per cent of users aged 18-25, 21 per cent aged 15-17, 5 per cent aged 13-14, and 20 per cent 26 years and older[6] – Mxit has become an important part of networking and communication in the lives of South Africans with diverse backgrounds.

Mxit: "Wots ur ASLR?"

The Mxit platform offers the possibility to connect people in public and private chatrooms.

Public chatrooms gather users into close to 90 variously themed "zones," which divide users based on conversation topic of choice, age, location, etc. Users in public chatrooms are identifiable only by nickname, as no profile picture, age, or location is displayed. From the group chatrooms, users also have the option to "go private" with another user, should they wish to continue a conversation one-on-one. Even in a private chatroom, no further personal information appears about either user. Personal profile details are only visible when users exchange Mxit ID details in order to add one another as a 'buddy.'

Without access to each other's personal information, users introduced the practice of asking "Wots ur ASLR?" (What is your Age, Sex, Location and Race?) This is a question typed by millions of adolescents and young people as they make their introductions in Mxit chatrooms. After a conversation takes off, users may ask each other the question, "Do You

Wanna Go Private?" and then either 'drift' to a private chatroom, or add each other as "buddies".

The popularity of "Wots ur ASLR?" as a chatroom introduction begs questioning into the significance of each of these four criteria (age, sex, location and race) as determinants of desirable conversation partners. Even though the ASLR responses may seem basic, users may be using them to make deeper assumptions about one another's identities. Knowledge of a user's location, for example, may be useful in determining whether or not the chatter lives in the vicinity, perhaps because some chat with the intention of eventually meeting offline. However, users may also use the location response to make assumptions about background and ethnicity[7]. That neighbourhoods, districts and sometimes provinces tend to be made up primarily of one ethnic group makes it easy for people to make assumptions about one's ethnicity from where they live.

Similarly, there are various ways that a user may interpret another's Race response. While it may simply provide an indication of physical appearance, or reflect some users' preference to interact with people in their same ethnic group, this response may also convey what language to speak, slang to use, or other indications of a user's "culture".

As Mxit and other digital media outlets gain popularity, it is increasingly important to understand the ways in which people, particularly vulnerable populations, such as adolescents and young people, are utilizing them. Thus, the present study aims to gain a deeper understanding of the digital behaviour of South African adolescents and young people on Mxit. Who is using the platform? Are both urban and rural South Africans connecting? What are users conversing about, and with whom? Are users being targeted with cyberbullying?

Digital Citizenship and Safety

This quantitative study is part of a series produced by the Social and Civic Media Section at UNICEF New York through its Digital Citizenship and Safety project. The project aims to get a better understanding of the use of social media and other digital tools by young people, focusing mainly on developing or emerging economies.

The project starts with a data collection phase, during which exploratory, quantitative and qualitative studies are conducted to produce evidence-based communication materials, which will raise awareness on the optimal and safe use of Information and Communication Technologies (ICTs). The concept of Digital Citizenship is then advocated at the local government level through advocacy, highlighting how to maximize ICTs' opportunities while minimizing their attendant risks. Since the project's inception in 2010 six studies have been completed and 13 countries have been involved.

The Digital Citizenship and Safety project aligns itself within the scope of work conducted by the Social and Civic Media Section at UNICEF, whose mission is to work with traditional and new technologies including social networking tools, SMS and digital mapping to empower children and young people to play an active role in society.

The Convention on the Rights of the Child (CRC, 1989) guarantees the right to express views and to be heard (Art.12), freedom of expression, including the freedom to seek, receive and impart information (Art.13), the freedom of association and peaceful assembly, and the right to information (Art.17) amongst others. Although drafted before the Internet became ubiquitous, the CRC is highly pertinent when it comes to young people accessing, posting and sharing content online. With the rapid development of ICT in the last decade, these rights should be analyzed and clearly applied to this digital age.

Methodology

In September 2010 a pilot phase for the survey was carried out, the details of which are available in the full text version of the report (with link). On the basis of pilot the final survey an eight-day quantitative and cross-sectional survey – entitled "Wanna Go Private?" – was launched in April 2011 on the Mxit platform. On April 5, 7, and 9, 91,800 randomly sampled male and female Mxit users[8] of all ages were shown the five second full screen advertisement entitled "Wanna go Private? Have your Say," with the UNICEF Logo on the ad. The survey was accessible to users as a post on the site for the full duration of eight days. The ad and the survey were programmed to be accessible to all Mxit compatible phones. The survey was presented in simplified English for optimal sample size responses.

The study design was cross-sectional and quantitative, aimed at collecting measurable information such as age, frequency of being insulted on Mxit, and measurement of use of ASLR versus ASL. The survey was administered 24 hours per day for eight days to limit any response bias. The survey could only be completed once by any given user.

The sample size of the final survey was 25,876 (N= 25,876), well over the requirement of 650 needed to achieve a 99% confidence interval and less than 1% margin of error, for a representative sample of 38.1 million Mxit users[9]. It is possible that the survey sample is not representative of the entire population of Mxit users, since 71.8 per cent chose not to take the survey. However, it was impossible to gauge whether some groups of Mxit users were more likely than others to take the survey.

Five questions in the survey were closed-ended, where response categories were provided and the user could pick only one answer. These categories were created based on testing in the pilot phase of the project. Five questions were open-ended, where the user could input any response to the question. Two questions were a combination of open and closed-ended, where response categories were provided along with the option for the user to pick "Other," and input any response. The users had option to skip questions, and to quit the survey at any point.

UNICEF, in partnership with Berkman Center for Internet and Society at Harvard University, established a working group composed of experts from Mxit Lifestyle, Education Impact, and Centre for Film and Media Studies at the University of Cape Town, South Africa. The experts gathered five times in order to design survey questions, analyse results, and provide comments and feedback.

Ethical Considerations: Permission to conduct the survey was granted by Mxit, and all questionnaire components were cleared before survey implementation. Mxit users had the ability to choose to either ignore or opt in to participate in the survey – and were free to leave the survey at any point. A brief description of the study's purpose was provided to each of the respondents at the start of the survey. No personal identifying information was collected during the survey, ensuring confidentiality. Consent was implied in the completion and submission of the questionnaire.

For a detailed explanation of the methodological limitation please refer to the full length paper (http://www.unicef.org/southafrica/resources_9714.html).

Results and Discussion

Demographics of Survey Respondents

The majority (53 per cent) of survey respondents are 18-to 24-years old, while 32 per cent fall between 15-to 17-years and 8.5 per cent are reportedly 24 years

and older. While the minimum age on Mxit is 13 years, results show that a small percentage of survey respondents did report their age to be 10- to 14-years old (6 per cent). Almost 60 per cent of the survey respondents are female.

About 44 per cent of the respondents reported that they are currently in high school, while 17.7 per cent are currently attending or have graduated from university.

Survey respondents hailed from all nine provinces of South Africa.[10] Gauteng, the most populous province, was the most popular (31 per cent), followed by the Western Cape (21 per cent) and KwaZulu-Natal (16 per cent). Across all provinces, 91 per cent of respondents live in urban areas and nine per cent in rural areas. Thus, while there is still a significant digital divide, Mxit does have a presence in rural areas.

The majority of the respondents identified themselves as Black (55 per cent), followed by Coloured (23 per cent), White (14 per cent), Indian (7 per cent), and Other (1 per cent).

Chatting on Mxit

When asked about what respondents do most at home, the most common response was chatting on Mxit (30 per cent). This response was cited almost twice as frequently as the second most common activity: watching television and movies (16 per cent). Other responses included schoolwork (13.5 per cent), hanging out with friends (12 per cent), and playing computer games (4 per cent).

When asked whether they talk to strangers on Mxit, 42 per cent stated they do so every day and 33 per cent do so at least once a week. The high frequency with which Mxit users are interacting with strangers raises questions about the extent to which they may be sharing personal information with those strangers and/or meeting them offline.

In response to the question of what they do most on Mxit, 68 per cent of respondents specify that they are most often talking to family and friends, while 16 per cent per cent of respondents mostly talk to strangers/new friends. In addition, 11 per cent of respondents reported that they chat on Mxit in order to get a girlfriend, while five per cent of respondents do so to get a boyfriend. It is not clear whether these attempts at forming a relationship are undertaken with acquaintances or strangers.

The most common topic of discussion while on Mxit for many of the respondents is love life and dating (46 per cent), while 22 per cent of the users reported that they are most often gossiping with friends and family. Nineteen per cent spend most time talking about entertainment topics like music, sports, fashion, and games. Other responses include school related topics (7 per cent), politics and global issues (3 per cent), and religion (less than 1 per cent).

Cyberbullying: Threat to South African Adolescents and Young People

Even though bullying is a phenomenon that existed well before the creation of the World Wide Web, the Internet and mobile phones have magnified the problem by creating a new venue through which bullying can be executed. When perpetrated online, cyberbullying is eased by the apparent anonymity and distance from the victim.

Similar to the results of the pilot, 26 per cent of the respondents reportedly experienced insults on Mxit. Of those who experienced insults, 28 per cent reported the insults to be race-based. That race-based insults were the most common form of insult experienced is unsurprising, given the pervading legacy of race separation and racism in South Africa. Interestingly, insults based on location (18 per cent) were second most common. This may be due to the correlation that can often be drawn between location and ethnicity – or even class– in parts of South Africa, as previously discussed.

Also cited were insults based on gender (16 per cent), closely followed by insults based on language (13 per cent). Considering the close linkage between language, ethnic group and location, insults based on language could be interpreted as an extension of race- and location- based insults.

Insults as a result of a refusal to adhere to sexually suggestive solicitations, as well as insults based on physical features, were fairly infrequent (both at 5 per cent), although the former was predominantly aimed at females, while the latter was split between genders. There were also a very small number of users who faced insults due to their refusal to share private information such as pictures or phone numbers (2 per cent).

"Wots Ur ASLR" – Why do You Ask?

Seventy-nine per cent of respondents reportedly ask for Age, Sex, Location and Race (ASLR), as opposed to only Age, Sex, Location (ASL), when interacting on Mxit. Of those who stated that they request ASLR instead of ASL, 27 per cent reported that they do so in order to "know all the info." This result shows that respondents consider the question ASLR as more complete than ASL, as the ethnicity criterion provides the additional piece of information to make the introduction complete.

Interestingly, only 5 per cent of respondents indicated that they ask ASLR in order to "know the race" of their counterpart. The distinction between these two categories may reveal discrepancies in how survey respondents understood this particular question, whether they were indicating the importance of asking ASLR generally, or the importance of adding the R component specifically. Either way, these responses indicate the desire of many users to be aware of another chatter's ethnicity as they would in a face-to-face interaction.

Thirteen per cent of the respondents stated that they ask for ASLR instead of ASL for "safety" reasons. While it is not possible to decisively derive from the survey what particular component in ASLR adds most value in feeling safe, one must consider that the only difference between asking for ASL and asking for ASLR is, of course, the R. Again whether or not respondents have internalized this distinction when taking the survey is unclear. According to the open-ended "other" category, however, many respondents did clearly link the knowledge of ethnicity to the feeling of safety. Further research is needed to determine the nature of these feelings of safety, as they are linked to race in particular or ASLR in general.

Almost 4 per cent of respondents indicated that they ask for ASLR because they "prefer talking to certain races." This result can be interpreted in various ways – one could see it as correlated with a language preference, tied to notions of cultural similarity, or preferences in physical appearance.

An interesting response to the ASLR question, created organically by the respondents' open-ended answers during the pilot survey, was that users ask ASLR in order to "avoid racism." This response was incorporated into the selection of possible answers in the final study and was selected by about 3 per cent of respondents. This points to the possibility that the Mxit user, aware of the risk of being bullied over his or her ethnicity, protects him or herself by avoiding conversations with certain other ethnic groups.

The pilot survey also led to the inclusion of another possible response in the final study – namely that users ask ASLR in order to "avoid being racist." Three per cent of respondents selected this category in the final survey. While the full meaning of this response necessitates further qualitative research, it may imply that some users want to know their counterpart's race in order to avoid making potentially offensive race-based comments or jokes.

Ten per cent of users ask for ASLR to make conversation, while 9 per cent ask out of habit.

Thus, many ask for ASLR simply because they are used to it and see others doing the same.

Seven per cent of the survey respondents ask for ASLR in order to get a mental picture of their counterpart. Since there is no profile picture in public or private chatrooms, ASLR becomes an important tool in gaining an idea of the other's appearance.

In about 6 per cent of cases, respondents ask ASLR of another user in order "to meet them one day". Thus, for more than 1,200 respondents, corresponding on Mxit comes with the potential to eventually meet users in person. Whether or not these users understand the risks of such meetings is unclear; qualitative research will enable a better understanding of the perceptions of such risks by young Mxit users.

Other responses to this question include the opportunity to "learn about

other cultures" (6 per cent), and "to know what language to speak" (5 per cent). The former reflects a desire on the part of some users to interact with chatters whose ASLR differs from theirs. The latter response is logical given the diversity of languages spoken in South Africa and on Mxit.

While seemingly simple, the question of "Wots ur ASLR?" has a wide array of meanings across users. In general, however, it is clear that ASLR is perceived by many users to be a necessary introduction to a conversation on Mxit.

Recommendations and Suggestions for Further Research

This study begins to fill an important gap in knowledge about the digital behaviour of adolescents and young people in South Africa. The results from this study may act as a foundation for any future qualitative or quantitative research in the area of digital behaviour in South Africa.

Results from the survey begin to demonstrate the importance of the Mxit platform in the lives of many of its users. It also reveals the high frequency with which Mxit users are interacting with strangers, chatting with the intention of finding a romantic relationship, and/or talking about their love lives and dating with other users.

It is important to note that the term "cyberbullying" was not used in the survey. Even though the survey was in the English language, the term is not universally understood. Instead, the question was framed as, "Have you ever been insulted on Mxit by others? If yes, what was the insult about?"

Further research is needed in order to gain a thorough understanding of young people and adolescents' digital behaviour, as well as the attendant risks of engaging with digital media in the following areas: the gender digital divide in South Africa the urban/rural participation gap in South Africa; the extent to which users share personal information with other users; and the frequency with which users meet strangers offline.

Summary of Findings

- When asked about what respondents do at home, the most common response was chatting on Mxit (30 per cent).

- Seventy-nine per cent of respondents ask for Age, Sex, Location and Race (ASLR) as opposed to only Age, Sex Location (ASL) when interacting on Mxit.

- Users ask "Wots ur ASLR?" for a variety of reasons, including "to know all the info", for "safety" reasons, and out of habit.

- Twenty six per cent of respondents have experienced insults on Mxit.

- Of those that experienced insults, 28 per cent reported the insults to be race-based. Insults based on location and gender were also common.

Notes

1   The article is a summarized version of the report *From 'What's your ASLR' to 'Do You Wanna Go Private?'* published October 6, 2011 by The United Nations Children's Fund (UNICEF)
http://www.unicef.org/southafrica/resources_9714.html

2   South African Advertising Research Foundation (2010), "AMPS Mobile Phone Usage Overview", <http://www.slideshare.net/rickjoubert/mobile-phone-usuge-overview-mma-south-africa> (accessed March 10, 2011).

3   ITU (2009) "Mobile Cellular Subscriptions", <http://www.itu.int/ITU-D/ict/statistics> (accessed May 24, 2011).

4   This age limit is in compliance with the South African Films & Publications Amendment Act 3 of 2009, which sets restrictions on the distribution, exhibition and/or possession of films, publications and new media based on their content and suitability for different age groups.

5   This figure includes any and all clone accounts on Mxit.

6   Figures as of June 2011 as the average for one year; Mxit (2011). Demographics Report: South Africa Platform Demographics.

7   Throughout this publication, race and ethnicity are used synonymously.

8   Mxit users who have active accounts.

9   At the time of the survey, total amount of Mxit users = 38.1 million.

10   Based on user responses which could not be verified against Mxit user registration database due to confidentiality reasons.

Giving Children a Voice

Worldwide Radijojo World

Thomas Röhlinger

Welcome to Radijojo World Children's Media Network, dear reader of this MILID Yearbook!

Feel like a little field trip across the globe? Well, then just follow us with your imagination:

Let's meet children in South Sudan, Ivory Coast, Spain and Germany, working together on the UN Millennium Development Goals and developing ideas for the post-2015 global agenda. Girls in Afghanistan talk about their everyday life. Children on the Pacific island of Kiribati report on their concerns about the rising sea level due to climate change. Former street children at a shelter in rural Morocco speak out for children's rights. Youth of the Native American Hopi culture in the US present their ancient creation myths, turned into modern spoken-word poetry. Kindergarten toddlers in Berlin and Moscow, three to five years old, exchange songs and present self-created snowmen to each other via live video conference...

Did you like this little trip through the Radijojo media universe? Maybe you even want to join it with your local community radio, university or public school? Anytime! In a few moments you will learn how.

Let's start with some background of our work:

Radijojo is an independent grassroots non-profit organization based in Berlin, Germany. When I started it back in 2001, together with my little son who was four years old at the time, we could not have imagined that we would be connecting kids of all age groups in more than 100 countries some years later. Every year, we reach an estimated accumulated audience of ten million children and their families[1].

Radijojo's Philosophy and Methodology

As I am originally a sociologist, in some aspects Radijojo can be seen as an example of *communication for sustainable social change* following the method of applied, participatory action research[2]: I wanted to make a practical difference instead of just describing the miserable status of children's media. I wanted to

establish a concrete alternative to commercial media of Murdoch, Berlusconi & Co. I wanted to help empower children to make their future world a better place – using the power of media. And this is what Radijojo stands for today, as tiny and modest as it still is.

In accordance with international experts[3], we see media not as an end in itself, but as a powerful tool for sustainable social change.

With our work, we actively support the fulfilment of essential UN children's rights that are constantly being violated worldwide: Hundreds of millions of young world citizens are not granted rights to education, free expression, child-friendly and participative media, exchange with peers in other countries, inclusion, or safety from commercial exploitation. So, as you can see, our work is always a mix of practical work with children and media-based advocacy for the fulfilment of children's rights. We contribute to the *UN Millennium Development Goals* of education for all and strengthening international cooperation. And we help to fulfil the demands of the Global Youth Council[4], young people from all continents who gathered at the *World Summit on Media for Children and Youth 2010* in Karlstad, Sweden[5].

Radijojo is a network of networks: schools, civil society media, NGOs, youth centres, universities and many other actors of local and global society are involved in various forms. Our methodology can be described as an innovative media-based transfer of recommendations and resources from a wide range of expertise into educational practice: UNICEF ("Radio Manifesto", Resource Package "Communicating with Children"), UNESCO (Community Radio Handbook, Resource Packages "Education for Sustainable Development", "Social Franchising"), UN Alliance of Civilizations, the Anna Lindh Foundation, the Council of Europe, the World Association of Community Radios (AMARC), Community Media Forum Europe, the Global Education Campaign, the Global Education Conference and many others.

There is a great deal of good theoretical material, but far too little good implementation. We help schools, civil society and media with this transfer to practice, and create a win-win situation for the international organizations and the local partners.

All our content is created with and by kids, for kids: In workshops at schools, youth centres, children's homes and kindergartens, we help children use media as tools to speak up, to exchange and to learn together with peers across the globe. All journalistic and media art forms are welcome. We successfully involve children from marginalized groups.

Radijojo's Work with Different Age Groups

In general, we involve kids of all age groups, following the UNICEF definition of the child as someone not yet having reached his/her 18th birthday. We adapt our methodology and content to the age of the participants. Mostly, we work with students between 8 and 13 years of age. This is the age at which they have already developed a great deal of knowledge and communication skills, but still have open minds; prejudices like racism and ideologies are not rigidly established. This is the perfect time for intervention for the students to develop intercultural competencies as well as to develop empathy and to join international children's rights projects, e.g. the Global Campaign for Education with the students.

In later years (14-17 years), we involve the kids in the most ambitious projects. One example is Chance Europe 2020: About 100 young Europeans from 20 different countries, working on issues like the political future of Europe, using podcasts and radio shows to develop future scenarios and share their ideas. Here, we cooperate with local and international partners like the Model United Nations.

But we also work with the very young (3-6 years) since we observe them constantly and worldwide underestimated and excluded, even though early childhood is so central for their development. In kindergarten, our work is in short and small units, helping the kids to make first media experiences in a safe environment, at the same time opening their hearts and minds to "the world" and "the other". And we try to involve the toddlers in international projects – with remarkable success: For instance, a group from an inclusive kindergarten in Berlin with children aged 3-5 from ten different nationalities joined us for a little spot for the first World Radio Day of UNESCO. It was just a short spot, but it was a great experience for the kids, with very good feedback from UNESCO and other international partners.

Outcome and Impact

Several Bachelor's and Master's theses and project evaluations by students and experts in Germany, Morocco, Turkey and Canada, as well as several juries for national and international awards, have come to the conclusion that our work is meaningful, innovative, efficient and effective.

In every project, you can clearly see the difference our work makes:

Each of our podcasts, websites and radio shows is empirical proof of the interest, the commitment and the significant learning progress of the participating children. Before the workshop some kids in Berlin doubted that there is a country with the funny name "Kyrgyzstan" at all. Afterwards, they have made friends via internet there.

Sharing the power of media. Two students of Chair El Hamra Middle School in Marrakech, one living in the city while the other living in a village. The woman who lives in the city shows the woman from the village how to use the media. From the workshop We are the future of Morocco , February 2013. **Photo:** By courtesy of Radijojo and Stefan Hopfgarten

In Morocco, we see the participants flooding us with essays, poems, songs they create about the importance of peace, intercultural dialogue, education and children's rights – even when we came as total strangers to them just a few days ago. Many of them have never talked to Westerners before. Many of them keep close contact long after we are gone.

In many cases, our work creates new international partnerships between participating schools and civil society media, e..g. between schools in Germany in Nigeria, kids groups in Spain, Hungary and Russia.

Some of our kids come back as high school interns now, years after their first Radijojo experience in primary school. One of them is South Africa right now, she is conducting interviews with local kids about tough issues like HIV.

My son, with whom I invented Radijojo when he was 5, is 16 now, blogging from Argentina on issues like climate change, financial crisis and human rights. This is his own initiative, on his own blog: http://jodablog.com/.

We also present this in a special "op-ed" section of Radijojo.

All our work is created as *open educational resources*, to be used by schools, kindergartens, children's media centres, civil society media (community radio), public libraries and families – anytime, anywhere on the planet. Here, we try to help fulfil the need to make quality educative content available disadvantaged groups and regions.

All our work is non-commercial and advertising-free. No industry commercials spoil our educative content, and no corporate interests compromise our mission. We regard this as a big achievement; as it empirically shows that the global civil society can create community based alternatives to the mainstream commercial media.[6]

The Empirical Need for Children's Media for Peace and Intercultural Dialogue

All the work of Radijojo is dedicated to Peace, Intercultural dialogue – beginning as early as possible, with like-minded partners worldwide. This is not a costly useless "nice-to-have", as it is often seen in the business sector and by political decision-makers: such work (by us and countless other grassroots groups worldwide) is essential for the future of our planet.

To illustrate the relevance and urgency of this issue, let me share some insights into the "dark side" of children's media: until the very end of his regime, Libya's leader Gaddafi reportedly had a children's tv show, hailing the death as "martyr" in the fight against the "terrorists"[7]. Hamas TV had children's shows, glorifying suicide attacks against Israel[8].

During our workshops in both Morocco and Germany, we met children in the age of 13-14 who claimed to be ready to "sacrifice themselves" in support of Gaza, obviously influenced by militant propaganda via internet. It is a great challenge to cope with such phenomenons on the ground – and a huge responsibility for (media) educators.

This misuse of media is not a new phenomenon: In my own childhood 30 years ago, in communist East Germany, some of my schoolmates met regularly to listen to speeches of Adolf Hitler – on old records of their fathers. I come exactly from the region where the fascist killers of the "National Socialist Underground" (NSU) came from who have murdered 10 people or so in Germany in a unprecented series of racist crime over more than a decade that was uncovered 2011[9]. Today, we all know that ego-shooter and other killing computer games are widely played by under-aged kids. The Norwegian killer Breivik[10] used ego-shooter to "de-sensibilize" himself before he committed his terrible crime of killing dozens of young Norwegians in 2011[11].

Science has proven that empathy, languages and intercultural skills and "world knowledge" are developed in very early years. But many funding programs (e.g. exchange programs or trainings for youth older than 14 years) ignore these facts; if they exist at all. This is leading to existential difficulties for organizations working in this field, with younger children and youth.

Our Call for Change in Finance of Children's Media and Media Education

For sustainable change, we have to raise the question of solid financing for media-based children's education for peace, intercultural dialogue, sustainability and democracy. This call has been being made for many years; e.g. the World Summit on Media for Children and Youth in Johannesburg in 2007 and in Karlstad in 2010, and the Signis World Summit on Children's Media for a Culture of Peace in Thailand in 2009. In Germany, there was a nationwide call for change called "No education without media[12]" – but again, with little response in policy. As this is a typical example of a worldwide phenomenon, we can no longer seriously discuss quality children's media abstracting from this political and economical global context.

And here, we come to what Thorsten Schilling from the German Federal Agency for Civic Education has called the "political economy of children's media[13]".

I want to present two figures, which I have also pointed out in my work as a "Global Expert" within the UN Alliance of Civilizations[14]:

According to the Global Peace Index of the Institute for Economics and Peace, $9 trillion could be saved if the armed conflicts worldwide were solved. Another $21 to $31 trillion is hidden in offshore bank accounts, according to the research of James S. Henry, a former McKinsey & Co. chief economist and an economist for the Tax Justice Network.

So, if we really believe in the value and relevance of our media-based work for and with children and youth, for peace and intercultural dialogue, some very serious shifts in political agenda and priority setting are inevitable – worldwide.

The Future Strategy of Radijojo

Radijojo's strategy for its second decade consists of three major aspects:

Diversification: new educative media forms and channels

A decade ago, Radijojo started as a children's RADIO project – in 2012, we changed our name to Radijojo World Children's MEDIA Network, to open new options for media-based education and collaborations worldwide without losing our emphasis on audio, as we consider the human voice in all its forms to be an important anthropological constant – and one of the best and easiest ways to communicate with children. But now that we are open to all media forms (including all traditional media like print and art), it is even easier for kids and schools to join us, e.g. through wonderful child-made illustrations from Australia, Ruanda, Serbia and Tanzania for our Global Green Kids project.

Decentralization: Continental Chapters of Radijojo

Our mission is the constant and equal exchange of children's voices from all over the world. Therefore, it is only logical that we have started to establish continental and regional chapters of our global network: Radijojo America, Radijojo Asia, Radijojo Africa, Radijojo Arabya and Radijojo Australia/Pacific will secure and support the local production, the global dissemination of educative content made by kids for kids and the implementation of international collaboration projects within the Radijojo network and its partners. These continental chapters (maybe followed by national chapters) shall be implemented in cooperation with experienced and well-respected partners on the ground. According first cooperation agreements for the US and India are already been signed.

Sustainability: the World Children's Media Foundation

The price of following our non-commercial, civil society-driven philosophy is high:

Even now, it is a daily struggle to survive – even today we have not a single cent of regular multi-annual funding, despite our numerous national and international awards.

Worldwide, every year, we see excellent grassroots children's media groups that have to give up due to lack of funding – regardless of their significant contributions to upholding essential children's rights as well as local and global development.

These are the reasons we have developed a Master Plan to establish the World Children's Media Foundation as the next logical step for organic and sustainable growth, as a cornerstone of our global strategic architecture.

The World Children's Media Foundation will:

- secure and support the local and international production and exchange of educative media content made by children for children,

- strengthen grassroots children's media worldwide that serve marginalized children,

- share results of research and best practice within Radijojo's global network of children's media groups and its partners,

- award good international practice,

- (based on international research) "name and shame" countries, media and organizations who violate children's rights for communication, e.g. through an annual "negative award",

- initiate and co-finance innovative children's educative and participative media projects dedicate to Peace and Intercultural Dialogue

- advocate for the Children's rights of Education, child-friendly media, free expression, peace and international exchange between children

Every form of support for the World Children's Media Foundation is welcome at any time.

The Foundation will have its headquarters in the city, region or democratic state that offers the best opportunities and the most intense support.

Welcome to Radijojo World Children's Media Network!

Current Central Projects of Radijojo

We are the future of Morocco! is a our media-based initiative for peace and intercultural exchange in Morocco. Here, we empower kids to use media as tools for participation and peaceful conflict solution. The context is the Transformation Partnership between Germany and Morocco. In the first year, we have already successfully partnered with UNESCO, the UN Alliance of Civilizations, UNICEF, the Anna Lindh Foundation, and the Global Media Forum.

Funder: Institute for Foreign Affairs (Institut für Auslandsbeziehungen, ifa), with funds from the German Federal Ministry of Foreign Affairs.
http://futur.edublogs.org/

Global Green Kids is a new project dedicated to the environment, nature and sustainability. Children of all age groups all over the world are invite to join in with reports, songs, drawings, stories, poems, etc. – as audios, videos or photo essays. Global Green Kids is a child-focused contribution to the UNESCO Decade of Education for Sustainable Development and the UN Millennium Development Goals.

Funders: DBU (German Federal Foundation for the Environment) and the city of Berlin.
http://globalgreenkids.edublogs.org

Our series **We discover the World** is dedicated to North-South Dialogue and media-based global learning. Here, we focus on global development issues like children's rights, fair trade, health and the environment. In every module we partner with children and NGOs in the South – not talk *with* the South and not *about* it. Kids in Afghanistan, Pakistan, Haiti, Kyrgyzstan, Uganda and many other countries have already become involved.

Funder: the German Federal Ministry of Development.
http://www.radijojo.de/we-are-discovering-the-world/

Across the Ocean is the name of our transatlantic media exchange platform, connecting children in Germany and greater Europe with peers in North America. As anti-American prejudice is re-awakening in many parts of Germany and Europe, and many Americans no longer have much interest in Europe, this initiative is dedicated to the spirit of partnership between the two continents. Partners are the Public Radio Exchange (PRX), the Pacific Community Radio Network, Coop Radio Vancouver and many others.

Funder: the German Federal Ministry of Economy/Transatlantic Program
www.across-the-ocean.org

Recent Awards for Radijojo

UNICEF International Day of Children's Broadcasting Regional Award, 2009 and 2010

Special Media & Development Award from the German Federal Ministry of Development, 2011

Award from the German Federal Ministry of Education, 2011

World Summit Youth Award 2012 in Montreal, Canada

International Youth Award 2012, Australia

Alternative Media Award 2012, Germany

Award from the German Federal Ministry of Family and Youth, 2012

UNESCO Decade of Education for Sustainable Development , 2010-2011 and 2012-2013

Notes

1   Exact numbers are not available, since many of our distribution partners are small grassroots radios around world that cannot afford comprehensive audience research. Among our partners is Acik Radyo, with a strong transmitter covering the mega-city of Istanbul, the only civil society radio in all of Turkey. They reach 60,000 people during an average hour, according to their estimations. Many other partners only reach a small village population, e.g. in Czobanka, Hungary or Talas, Kyrgysztan. In Morocco and Kiribiti we cooperate with the state/public radio, and in the US with Pacifica Radio Network, all of which have large audiences.

2   Timothy Kennedy: Where the Rivers Meet the Sky. A collaborative approach to participatory development. Penang: Southbound. 2008. Preface page XIV.

3   For example Jan Servaes, UNESCO Chair in Communication for Sustainable Social Change, University of Massachusetts at Amherst.

4   http://www.radijojo.de/the-movement/english/page/unten.php?butre=Sendungen&punkt=mendelschule&audio=wasistderglobalyouthmediacounc&audioname=What%20is%20the%20Global%20Youth%20Media%20Council?

5   http://www.wskarlstad2010.se/

6   http://commercialfreechildhood.org/

7   http://www.spiegel.de/politik/ausland/minutenprotokoll-tripolis-ruestet-sich-fuer-nacht-des-haeuserkampfs-a-781536-4.html

8   http://www.youtube.com/watch?v=gi-c6lbFGC4 (Not all existing examples can still found on YouTube.)

9   http://en.wikipedia.org/wiki/National_Socialist_Underground

10   http://en.wikipedia.org/wiki/Anders_Behring_Breivik

11   http://www.sueddeutsche.de/digital/anschlaege-in-norwegen-wie-der-attentaeter-sich-mit-ego-shootern-vorbereitete-1.1125117

12   http://www.keine-bildung-ohne-medien.de/medienpaed-manifest/

13   In a panel discussion with the author during a children's media conference held by the Federal Agency of Civic Education 2010.

14   http://www.theglobalexperts.org/comment-analysis/world-prevent-escalation-intercultural-violence-today

The International Youth Media Summit

Endless Youth Media Creativity

Evelyn Seubert & Miomir Rajčević

In August 2012 the Seventh International Youth Media Summit (IYMS) was held in Belgrade, Serbia, hosted by Miomir Rajčević, Executive Director of the IYMS, and Media Education Centre. The Summit focused on intercultural, interactive educational technologies, media and information literacy and the development of film, TV, radio and Internet tools for communication, cooperation and positive change in society. Young people (87 delegates) from 21 countries around the globe participated.

Each country's delegation to the Summit was composed of an adult advisor, a student filmmaker and a student diplomat, and they talked about issues present in almost all countries: health, women's rights, violence, racism, poverty, environment and youth empowerment. Each delegate was assigned to an issue group. The main ambition of the participants was to describe problems, find solutions, invent scenarios based on the text of declaration, i.e. the textual explanation of each issue, and produce seven public service announcements (PSAs). This is why we call the IYMS movement Seven Voices in Time.

Summit History

September 11, 2001. The first seeds of courage, cooperation and creativity that would become the IYMS were planted that day in the ashes of terror and hatred. And many more seeds were planted that same week, when Aileen Marshall from Scotland and Evelyn Seubert from the US met for the first time. The horrible events of 9/11, fresh in their minds, brought special urgency to their mission: to create media collaborations across cultures, bringing young people together to have a voice in the future.

Founded by Seubert and Marshall, and organized by the members of TIME (Teen International Media Exchange at Cleveland High School), the first IYMS was held in July 2006 in Los Angeles, California. It was funded by the Audrey and Sydney Irmas Charitable Foundation and Health Net (a health care company), and was presented by the youth media network *Listen Up!* and the teaching programme *Learning for Life*. Marshall and the *Listen Up!* staff helped

recruit the 86 student delegates and teachers from 26 countries who would attend this extraordinary event.

When the delegates arrived in Los Angeles, they shared the PSAs and research projects they had created in their home communities that highlighted their issue. Over the course of three days, the students and teachers in each issue group visited local organizations working on innovative media solutions that inspired and encouraged the delegates.

In the last days of the Summit, students in each issue group created two videos: a PSA and a resolution for action. The delegates would use these back at home to motivate other young people to share their voices and become involved in solutions.

Cross-Cultural Collaboration

At the IYMS students and teachers work together across cultures, religions, ethnic backgrounds and political viewpoints. The seven PSAs and seven resolutions for action created at the first Summit were seen around the world when the delegates returned home. They spoke out on television, in print articles and on the Internet about their experience of peaceful cooperation to achieve a peaceful future.

After Los Angeles 2006, the Summit became an annual event. Miomir Rajčević from the Media Education Centre (Serbia), Vahid Vahed from Cinewest (Australia), Birgitta Olsson from Film i Halland (Sweden), Aileen Marshall from the South Lanarkshire Council (Scotland), and James Gleason and Evelyn Seubert from TIME at Cleveland High School (USA) formed the Executive Committee. In 2007, eight young people were selected from past delegations to form the Youth Committee.

After the second Summit (Sydney, Australia, 2007) the IYMS moved to Belgrade, Serbia, and the Media Education Centre became its headquarters. The Summit has become a formal network (Since 2009 the IYMS has been registered as a charity, non-profit, non-political NGO) of organizations, educational institutions, schools and individuals willing to support the young generation in using media as a strong tool for change and for the development of peace, democracy and intercultural understanding around the world.

Future Ambitions

During the past five years in Belgrade (2008-2012), participants, media experts and teachers, the Summit's Youth Committee, guests and visitors, and our Advising Committee have supported the development of the Summit's activities in different sections:

- international production of the seven PSAs, produced by young participants;

- group of advisers together with team of instructors at the Media Education Centre working on the educational platform of the Summit through different workshops for young people and their teachers (Intercultural Interactive Multimedia Educational Technologies is a project at the Media Education Centre we implement at each Summit);

- TV, radio, documentary and Internet/blog/online section of the Summit work on post-production of the PSAs, post-production of outcomes of the educational platform, and "hour by hour" multimedia documentation of the Summit's activities for final presentation and the Summit's archives; and

- Executive Committee in collaboration with members, partners and supporters organize a series of seminars, presentations and round tables during each Summit.

As they move forward to advanced education and careers in many disciplines, the Summit delegates bring with them a passion for creating a harmonious world community that will benefit from shared creativity, cultural understanding and informed insight. These delegates will inspire others of their generation to shape the future through media and action.

The Eighth Summit (ENDLESS YOUTH MEDIA CREATIVITY) will be held in Belgrade, Serbia (August 1-12 2013) with the motto "Youth is one of the most important chapters in a life". Our goal is to include as many young people as possible from the Western Balkans Region and marginalized groups of young people (rural population, sexual minorities, the Roma population, young people with disabilities etc.). We would like to promote (multi) media education as the best tool for development in a sustainable society (fast, understandable and exchangeable), supporting social justice in a multicultural environment and building interactive educational platforms for effective social inclusion, to help in understanding differences and to uphold the right to participate.

Note

Resolutions for action (in text and video clip formats), PSAs, documentaries, multimedia outcomes and information about all Summits can be found at www.iyms.eu.

Media and Information Literacy and Intercultural Dialogue

*UNESCO * Alliance of Civilizations*

Media and Information Literacy as a Composite Concept

The UNESCO Perspective

Alton Grizzle

Modern societies and information and knowledge societies are synonymous. We live in a world where, as opposed to the agricultural and industrial eras, an abundance of information and knowledge, rather than scarcity, is the norm. Information and knowledge are the driving forces that keep economics, administrations, public life and personal relations going. Propelled by the technological improvements in broadcasting and telecommunications over the past 50 years, there is also an abundance of sources through which this vast amount of information is channeled. Adding to the super-abundance of information is the concern about freedom of expression, freedom of information, source reliability, misinformation and privacy. It is in this context that the need for media and information literacy (MIL) cannot be overemphasized.

These are interesting and exciting times for MIL, because a journey that was started over 40 years ago is progressing. We are now experiencing the coming together of the *Grunwald Declaration of 1982* and the *Alexandria Proclamation of 2005*.

These are exciting and interesting times because a few years ago a vision was born in UNESCO. This vision called for *media literacy* and *information literacy* to be treated as a composite concept, media and information literacy – which was considered necessary to achieve greater take-up and impact of MIL in relation to education and development. This was not just a name change, but a real joining of efforts of media, information, technology, library and education experts to make MIL a mass, engaging civic education movement.

The present article considers a synoptic conceptualization of MIL from the perspective of UNESCO. It then discusses the basis for UNESCO's decision to prioritize MIL and ends with a cursory description of some of UNESCO's key actions in this field. The subsequent articles in this chapter provide more detailed case studies of UNESCO's efforts to promote MIL at national and regional levels, particularly the adaptation and piloting of the pioneering Media

and Information Literacy Curriculum published, in English, by the organization in 2011. See appendix, page 298.

Subsequently, the Arabic, French, and Spanish versions of the MIL Curriculum were published to facilitate implementation in other relevant countries. It was also translated into Japanese, Chinese, Greek, Bahasa, Swedish, Portuguese, and Mandarin, primarily through local partnerships. These are expected to be published in 2013.

The case studies vary in style and content, but offer some useful reference points and experiences to stakeholders involved in MIL. They demonstrate a gradual coming together of media literacy and information literacy into one conceptual rubric – MIL – while contextualizing MIL in relation to personal, cultural, social, political and economic development. The final two articles provide summaries of the preliminary results of two UNESCO-funded research studies on media and information literacy levels of among tertiary level students and teachers.

Delineating the Field of MIL

Media and information literacy seeks to bring together disciplines that were once separate and distinct. MIL recognizes the functions of media and other information providers in our personal lives, knowledge societies and democratic societies. It promotes the individual's right to communicate, express, seek, receive and impart information and ideas. It encourages the evaluation of information and media based on how they are produced, the messages being conveyed, and the intended audience. Figure 1 illustrates the primary elements of MIL.

Figure 1. Key Elements of MIL

Information Literacy						
Define and articulate information needs	Locate and access information	Assess information	Organize information	Use information ethically	Communicate information	Information processing skills using ICTs

Media Literacy					
Understand the role and functions of media in democratic societies	Understand the conditions under which media fulfil their functions	Critically analyse and evaluate media content	Engage with media for self-expression, democratic participation, intercultural dialogue and learning	Produce user-generated content (UGC)	Review skills (including ICTs) needed to produce UGC and engage with media

There are two main schools of thought emerging about the relationship between these converging fields – media literacy and information literacy. Firstly, in some quarters information literacy is considered as the broader field of study, with media literacy subsumed into it. In other quarters, information literacy is merely a part of media literacy, which is seen as the broader field. However, an international expert group convened by UNESCO pointed out the distinctions as well as linkages between media and information. Consider the following terminologies being used by various actors around the world:

- Media Literacy
- Information Literacy
- Freedom of Expression and Freedom of Information Literacy
- Library Literacy
- News Literacy
- Computer Literacy
- Internet Literacy
- Digital Literacy
- Cinema Literacy
- Multimedia Literacy
- Advertising Literacy
- Television Literacy
- Games Literacy
- Social Network Literacy

Some organizations use the term media education and media literacy interchangeably. However, stakeholders who are not familiar with the field often confuse media education with higher level media studies. UNESCO's use of the term MIL seeks to harmonize these different notions in the light of converging delivery platforms.

Because we seek to empower children, youth and citizens in general, media and information literacy must be considered as a whole – as a composite concept that includes a combination of skills, competencies and attitudes.

This proposed conceptual model of MIL is the driving force behind UNESCO's MIL strategy and one that we encourage globally. The importance of all forms of media and other information providers, such as the Internet, libraries, archives, museums, etc., is recognized. This approach is also progressive because it draws on the convergence between telecommunications and broadcasting and among many forms of media and information providers. Using common delivery

platforms and common access devices one can access radio, television, games, digital libraries and archives all in one place, for instance on a smart phone. Finally, it is forward-looking because the integration of MIL into education systems (formal and non-formal) or engendering MIL as a mass civic education movement demands a unified rather than fragmented strategy, thereby presenting a clear ecology of the field to policy makers and educators[1].

MIL – a Priority to UNESCO

Article 19 of the Universal Declaration of Human Rights upholds people's right to freedom of opinion and expression without interference and their right to seek, receive and impart information and ideas through any media, regardless of borders. UNESCO takes the position that MIL equips citizens with the skills and competencies needed to seek and enjoy the full benefits of this fundamental human right.

People are living in a different and 'new world' today, regardless of whether they have access to or are participating in the new and emerging information and knowledge societies. This 'new world' requires that new forms of literacies be introduced into education systems.

Illustratively, the catalytic role of the mass media and other information providers in shaping values, shared ideas and perspectives is well-established. The presence of new forms of communications technologies has magnified that power, taking it to universal dimensions. There is widespread acceptance that media and information systems are means through which people: a) make informed decisions, b) learn about the world around them, c) build a sense of community, d) maintain public discourse and e) engage in lifelong learning. Therefore, it should be the goal of education systems to reflect these 'truths' by integrating media and information literacy at all levels of school curricula.

Affording citizens with MIL competencies contributes to free, independent and pluralistic media and information systems, thereby improving the quality of the information they provide. While free media are something we perhaps take for granted in the Western world, according to a recent analysis carried out by Freedom House, only 14.5 percent of the world's inhabitants lived in countries with a free press, while 45 percent had a partly free press and 40.5 percent lived in non-free press environments. That is, 86% of the world's population lived in countries where the media, Internet and other information providers are not free (Freedom House, 2007). Media and information competencies must also enable children and adolescents to know their media and information rights and equally their responsibilities to demand free, independent and diverse media (cf. Josephs, 2005).

The decision by UNESCO to prioritize MIL within its communication and information programme is intended to achieve these goals. If MIL is to be enhanced among students, teachers themselves must also become media and information literate. UNESCO's present focus on the training of teachers is a key strategy intended to capitalize on a potential multiplier effect: media and information literate teachers who foster media and information literate students, leading to information literate societies.

A Snapshot of Our Current Actions on MIL

In implementing this strategy, UNESCO considers all forms of media and information providers regardless of the technologies used. We regard teachers as key agents for change. Our main activities include: UNESCO's mission is to engender media and information literate societies through a comprehensive strategy including: preparation of the model Media and Information Literacy Curriculum for Teachers and other resources for formal and informal education; facilitation of international cooperation; development of Guidelines for Preparing National MIL Policies and Strategies; articulation of a Global Framework on MIL Indicators for monitoring; setting up an MIL University Network for research, policy advocacy and increasing access to MIL through online training courses; establishment of an International Clearinghouse on MIL in cooperation with the Alliance of Civilizations; and provision of Guidelines for Broadcasters on Promoting User-Generated Content and MIL.

Preparation of the *Model Curriculum on Media and Information Literacy for Teacher Education* is one of the key actions of UNESCO's strategy to promote media and information literate societies and foster the development of free, independent and pluralistic media and universal access to information and knowledge. The curriculum for teachers is intended as a tool that will provide educators of all backgrounds with the main MIL skills and competencies. We are now working with teacher training institutions from all regions of the world that have expressed interest in adapting the curriculum and integrating it into teacher education systems.

Secondly, UNESCO is mindful of the need to increase access to MIL for all. Therefore, in-service teachers, policymakers, professionals and citizens in general will not be excluded. UNESCO is supporting partners to develop and launch two online MIL courses; one will target teachers, policymakers and professionals, while the other will be an entry level course for all citizens (women/men and boys/girls).

International cooperation is a necessary force to strengthen MIL initiatives around the world. With this in mind, UNESCO has partnered with the UN Alliance of Civilizations to establish the first international network of universi-

ties on media and information literacy and intercultural dialogue (MILID). The network has commenced with 8 universities from different regions and will be expanded gradually.

In 2012, UNESCO supported the MILID Network in launching an online course in MIL and intercultural dialogue. The course is designed for teachers, policymakers and professionals. It is led by the Queensland University of Technology (QUT) and will be offered over a period of 13 weeks. Through a partnership with the University of Athabasca, a similar online course, but more basic, is being developed to provide citizens, in general, with introductory MIL competencies.

Furthermore, UNESCO is taking this a step further to facilitate partnerships not only among universities but among all stakeholders. Hence, together with partners globally, UNESCO will launch the Global Forum for Partnership on MIL, which is considered necessary to increase the impact of MIL.

A final example of UNESCO's actions concerns the role of media and other information providers, including private owners, in making MIL a mass civic education movement for peace, intercultural dialogue and sustainable development. While the freedom, independence and plurality of media and other information providers must be guarded, there are opportunities for fruitful partnerships between these entities and municipalities. The mass media (radio, television and newspaper), the Internet, libraries, archives and museums can all assist in ensuring the permanence of MIL issues in the public and in imparting information and media competencies to all citizens. The types of activities that could be developed, strengthened, and replicated so as to reach not only urban areas but also remote, rural and marginalized groups are endless. The *Guidelines for Broadcasters on Promoting User-generated Content and Media and Information Literacy,* prepared by UNESCO and the Commonwealth Broadcasting Association, offers some insight into efforts in this direction.

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Adapting and Piloting the MIL Curriculum in Ethiopia and Eastern Africa

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Using a multi-stakeholder approach, UNESCO, the Ethiopian Teachers' Association (ETA) and the Ministry of Education (MoE) of Ethiopia are working towards implementing the Media Information Literacy (MIL) Curriculum for Teachers in Ethiopia and in East Africa. The partners are striving to develop East African teachers' knowledge and awareness of MIL so that they can integrate the academic framework into their classrooms. The challenges are great; the education systems are very different from one country to the other, and there is a need for a comprehensive strategy to influence and direct implementation of MIL in teacher curricula.

To overcome these obstacles and ensure the adaptation of MIL in curriculum for teachers, the partners are organizing training adapted to teachers and focusing on their knowledge of MIL and their capacity to use it to increase the quality of their teaching methods. A regional consultation/training of trainers workshop was held in Adama, Ethiopia in April 2011, with 42 educators from 5 countries (Ethiopia, Kenya, Djibouti, Uganda, and Rwanda) participating. Participants included a combination of principals of teacher training institutions, teacher trainers, practising teachers, media, information and technology experts, curriculum developers and officials from relevant ministries.

The overall goal of the Workshop was to improve the quality of education by using the model MIL Curriculum for teachers. This goal was structured around three objectives: (i) Increase educators' awareness of the importance of new forms of literacy, such as MIL, in the education process, (ii) Reach a consensus among teacher educators and other stakeholders on a way forward for adaptation and integration of MIL into teacher education, leading to the preparation of country-level strategy documents, and (iii) Identify teacher training institutions to pilot the MIL curriculum.

The multi-country workshop revealed that the level of integration of MIL into teacher training curricula is quite different from one country to the other. Whereas some are already well aware of the role of MIL in today's fast-moving and volatile world, others are tied to their old teaching traditions. However, all stakeholders were aware that MIL has the power to transform and shape the lives of citizens through a multiplier effect: moving from teachers to students and society at large. Consequently there is a great need to develop a harmo-

nized strategy that influences and directs implementation of MIL into teacher training curricula at the different national levels.

The workshop was the perfect occasion to learn from best practices through the different country representatives' presentations and to gain deep knowledge of the concept of MIL as well as the challenges linked to its implementation in different countries' teacher curricula. This exchange of ideas and experiences has been a pre-requisite for participants to evaluate properly the needs for MIL adaptation and to formulate suggestions for establishing a comprehensive strategic framework for MIL implementation into each country's teacher training curricula. Among these were: Establishment of a national task force to guide MIL adaptation; development of an MIL support cluster to strengthen cooperation in implementing MIL curricula for teachers; delivery of training to teachers with the aim of improving their knowledge of MIL; taking into account existing strengths of curricula within each country and using them to implement MIL-based training curricula. Given that Ethiopia was the host for this regional consultation, and that many of the participants were from that country, a tailored version of the MIL Curriculum was outlined and a national strategy/action plan to adapt the MIL Curriculum was prepared. Eight Ethiopian training institutions were selected to pilot the strategy for implementing MIL in teacher curricula.

The second phase of this process has just commenced and will be focused on implementing the action plan. A follow-up workshop on identifying national resources has been planned by UNESCO and the MoE in December 2012. Work is underway to integrate MIL into the curricula of the eight Ethiopian training institutions selected. The piloting will also be extended to other East African countries.

Media and Information Literacy in the Philippines

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UNESCO's Media and Information Literacy (MIL) Curriculum for Teachers is slowly being adapted in the Philippines. Although media literacy and education has been integrated into some basic education curricula in the private schools since the 1980s, the combined concept of media literacy and information literacy into MIL is relatively new and remains to untried and unsystematic.

In particular, media literacy is viewed from the narrow perspective that it is only for communication educators. Likewise, it is sometimes viewed by other disciplines as a method to enliven discussions in the classroom. Media literacy has also been considered as the sole responsibility of parents and schools and not of the media industry. Thus, development of the MIL Curriculum would hopefully address the need for teachers to understand media, evaluate their content, appreciate MIL and empower today's children and youth as media "prosumers" to make informed decisions about everyday issues.

MIL Survey on Communication Schools

In a recently conducted mini-survey, 17 communication schools responded and all except one claimed that media literacy is integrated into their communication curricula. The 17 schools analysed included Asian Institute of Journalism and Communication, De La Salle Lipa, De La Salle University-Taft, Far Eastern University, Leyte Normal University, Malayan College Laguna, Manuel Enverga University Foundation, Miriam College, Paulines Institute of Communication in Asia, Polytechnic University of the Philippines, St. Scholastica's College, Silliman University, West Visayas State University, University of Santo Tomas, University of St. La Salle-Bacolod, University of the Philippines-Diliman, and Xavier University.

Two schools, University of the Philippines in Diliman, Quezon City (UP Diliman) and Polytechnic University of the Philippines in Manila (PUP Manila), even offer Media Literacy as separate course subjects. UP Diliman offers it at the graduate level, while PUP does so at the undergraduate level. Another school, University of St. La Salle,-Bacolod, offers Media Literacy as a separate course, but in the context of the Bachelor of Arts in Interdisciplinary Studies programme. One school, Paulines Institute of Communication in Asia, offers a full-blown Master's programme under the Master of Arts in Education programme, specialized in Media Literacy.

It can be gleaned from these data that communication schools in the Philippines recognize the need for media literacy to empower audiences to be more critical and discriminating in their reception, evaluation, and use of media. It is also shown here that even non-communication courses can integrate media literacy especially in understanding the impact of media in different disciplines.

Based on responses from participants, media literacy is integrated into the following course subjects: Introduction to Communication (6 responses); Communication and Society (4 responses); Communication Theory (3 responses); Communication Media Laws and Ethics (2 responses); Production Courses (2 responses); Media Criticism (1 response); and Communication Issues (1 response). Some participants gave multiple responses, while others did not specify into which subject media literacy is integrated.

Based on this set of data, it is interesting to note that media literacy is introduced as early as the very first major course on communication. This enables beginning students of communication and media to critically think about and analyse the effects of media on their lives, thus helping them make informed decisions about how to study subsequent subjects in light of media literacy and about how to improve the media systems in the Philippines. As one respondent said, "Communication students need to be literate regarding media and ICT so they can exercise greater responsibility in developing content for audiences."

Likewise, the above data show that media literacy can also be discussed in other major course subjects given a functional framework in which to teach media literacy. However, this is not true in all the schools surveyed, as some think that media literacy should just be an elective subject and not to be integrated into all the existing major subjects. Still, one feels it should only be offered at the elementary or secondary level and should be further reviewed for consideration at the college level.

All of these schools, however, refer to media literacy and not MIL. When asked whether they are willing to combine media literacy and information literacy to form MIL as one subject, all the schools believe this could be done, but they said they needed guidance from experts on how to accomplish this. They suggested modules on how to integrate the two concepts: media literacy and information literacy.

MIL in the Basic Education Curriculum

After a series of meetings, the Philippines' Department of Education has integrated MIL into its revised basic education curriculum. This basic education curriculum, known as K to 12 (kindergarten to senior high school), has included a core subject on media and information literacy in the senior high schools. However, like college communication educators, there is a need to train teachers in how to teach the course as a separate subject and integrate it into the different subjects in the revised basic education curriculum.

The Philippine Association for Media Education (PAME) and the government-run National Council for Children's Television (NCCT) have been regularly conducting workshops on media education and literacy to help these teachers. There is, however, a need to orient PAME and NCCT to adapt UNESCO's media and information literacy as an overarching framework for their seminars and training programmes.

Several teacher education institutions (TEIs), such as Philippine Normal University, New Era University and other schools under the Philippine Association for Teacher Education (PAFTE), are interested in pilot testing the MIL Curriculum modules and adapting them to the different subjects taught by their teachers. Some of these subjects include Social Studies, Languages, Technology and Livelihood Education, Sciences, and Music, Arts, and Physical Education, among others.

Piloting the MIL Curriculum in Miriam College

Miriam College (MC) recently implemented the Workshop on UNESCO's Media and Information Literacy Curriculum for Communication and Teacher Education as a part of a pilot process. Participants from all academic units, from grade school to higher education, expressed the need to integrate MIL into their programmes. Since some of them are familiar with media literacy and have started integrating it into their courses, they said it would not be difficult to embrace MIL as a convergent concept of media literacy and information literacy. The pilot process will also include: preparation of an adapted version of the MIL Curriculum (MC), the infusion of intercultural competencies, testing of the adapted version and recommendations for wide-scale integration of MIL.

The College of Education offers media-literacy-related activities in the different courses. In the curriculum development course, for example, students are asked to do research on and analyse current trends and issues in newspapers, how and why they are reported. In special education classes, students are taught to teach about the use of assistive technology to be aware of alternative solutions for accommodating physical, sensory or cognitive impairments. Likewise, students are also asked to analyse a movie based on educational psychology principles. In creative arts, music, and drama, students are taught to produce materials using different media formats to express their creativity and innovativeness. In educational technology courses, students are taught how to access, analyse and evaluate web content and online materials using the MIL framework.

In the Department of Communication, media and information literacy is integrated into almost all of the communication courses. Students are taught how to analyse and evaluate media programmes and information, discuss what they see and feel about them, and what they can do and produce to improve them.

This is reflected in all production courses such as advertising, film, television, radio and newspaper production and management courses.

MIL in Information for All Programme

During the Asia Pacific Information Network (APIN) meeting in Manila in 23-26 November 2010, media and information literacy became part of the agenda. The theme of the meeting was "Information Policy, Information Access and Media/Information Literacy." This was convened by the UNESCO National Commission of the Philippines, UNESCO Bangkok, and the AIJC. APIN is a network of information policymakers and heads of information systems in 19 countries in Asia and the Pacific region. The meeting highlighted the vital role of MIL as an important strategy for the Information for All Programme (IFAP). The Philippines is now the chair of Media and Information Literacy Committee of IFAP Bureau based in Paris, France.

Indeed, UNESCO's Media and Information Literacy Curriculum for Teachers will definitely provide new directions for training Filipino teachers to be more media and information literate, which is crucial in developing students' critical and creative thinking abilities. This will also be an instrument for producing more responsible and ethical Filipino consumers and producers of media messages, not only among future teachers but also future leaders of society, government and the media industry.

Implementation of the MIL Model Curriculum in East Asia

UNESCO Beijing Office

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Since the launch of UNESCO's "Media and Information Literacy (MIL) Curricula for Teachers", the UNESCO Beijing Office has used the MIL concept and its associated Curriculum as a pivot for Communication and Information activities in East Asian countries, and opted for a strategy towards "joining forces" and creating partnerships with national centres of excellence. While in the case of the Republic of Korea and Japan local academic partners have voluntarily taken the burden of the translations and piloting of the Curriculum, for the Chinese and Mongolian versions it was necessary to provide an initial "kick" to the process, and to support it with some seed funding. The translation of the Curriculum into Japanese is still on-going.

The translations constituted the first step towards piloting the spirit of the MIL Curriculum for Teachers and encouraging its integration into the national educational systems as well as its mainstreaming in academic courses and within informal education initiatives. For example, in the case of Mongolia where there is no university that is a member of the UNESCO-UNAOC Media and Informational Literacy and Intercultural Dialogue (MILID) University Network, a leading not-for-profit educational institution such as the Press Institute NGO has been identified as the key national partner. Following the translation into Mongolian, the Press Institute launched the Curriculum both with formal and informal educators. And, working in synergy with the Mongolia National Commission for UNESCO, the Press Institute is moreover planning to present the MIL concept to the Mongolian Education Ministry and promoting the MIL Curriculum in the framework of the national civic curricula revision exercise.

It is in China, the most populous country in the world, where it was more challenging to pilot the MIL concept with minimal resources. Therefore, UNESCO – working hand-in-hand with UNAOC and the Tsinghua University's International Centre for Communications (TICC), member of the MILID University Network, under the guidance of Professor Li Xiguang who chairs the Committee on Media and Information Literacy – felt that with limited resources, it has been key to "intercept" already existing networks of experts, in order to "sensitize" them to MIL, rather than attempt to create new networks.

After a careful review, the most suitable network to start with was identified

as the group of universities regularly meeting for an annual Conference on Media Literacy Education. The network is coordinated by Prof. Zhang Yanqiu from the Institute of Communication Studies at the Communication University of China (CUC). Prof. Zhang accepted to host the launch of the Chinese translation of the MIL Curriculum during the 2012 conference, which was held on 26-28 August 2012 in Lanzhou, Northwest China.

During the Conference in Lanzhou, a roundtable session on *"Combining Media and Information Literacy as a Fundamental Skill to Live in a Knowledge Society"* was the occasion for representatives from the UNESCO Office in Beijing, UNAOC and the TICC to further introduce, at low-cost, each feature of the MIL Curriculum to more than 60 experts from 20 universities. During the roundtable, the audience was extremely receptive, to such extent that, as it was discovered, some of the teachers and experts had already tried to incorporate elements of the MIL Curriculum into their lectures, based on the English language edition. They, therefore, demonstrated sincere appreciation for the availability of the publication in Chinese. The roundtable also prompted discussions, debates and idea sharing to achieve a better understanding of the MIL concept, its benefits and requirements, and its adaptation to the Chinese media education context. Participants expressed great interest in the Curriculum and their willingness to collaborate with its in-depth review and localization to the Chinese context and their respective educational contexts.

But China is huge and diverse, and hence the Beijing Office realized the need to pursue also a multiplicity of partnerships to disseminate the MIL Curriculum within the vast country. While the TICC is in the process of developing a network of about ten MILID University Network associate members in East Asia aiming to jointly promote MIL in the area, another promising source of collaboration has been building upon the academic experience and network of one of the pioneers of MIL in East Asia, Dr. Alice Y. L. Lee, Vice-Chairperson of the Hong Kong Association of Media Education and Associate Professor of Journalism at the Hong Kong Baptist University. She is also a member of the team of experts who are preparing UNESCO's "Media and Information Literacy Indicators."

Dr. Lee recalls when the notion of infomedia literacy was first introduced in Hong Kong in the late 1990s. Over the years, media educators in the region have developed the concept and are very interested in the UNESCO MIL Curriculum for Teachers. Recently, Dr. Lee introduced the Curriculum to a number of local school teachers as well as youth workers at NGOs such as the Boys' and Girls' Clubs Association of Hong Kong and the Hong Kong Christian Services. Through her, the MIL Curriculum was also been forwarded to a network of media literacy academics in Mainland China, while her pragmatic approach for disseminating the MIL concept at the grassroots level is observed

with interest by peer academicians/experts in Hong Kong and in Mainland China. Furthermore, she sent the Curriculum to government officials at the Hong Kong Education Bureau, Special Administrative Region for their reference and she is now planning to work together with the Committee on Home-School Co-operation (under the Education Bureau) to hold a MIL symposium in Hong Kong in 2013.

Evidently, in the case of East Asia and especially of China, the MIL concept is spreading along a multiplicity of paths and the very fact that the MIL Curriculum is now available in local languages including Chinese is of course creating new avenues of opportunity also at the grassroots level. According to Dr. Lee's assessment, more and more educators are aware of the importance of MIL for cultivating competent knowledge workers and smart information users. TICC's assessment is that the MIL Curricula surely will have an influence on Chinese journalism educators operating in over 1000 journalism schools that are booming to cope with the fast-growing new media industry in China, but the MIL Curriculum is also specifically suitable for use in underdeveloped and remote mountainous areas, ethnic minority communities and with the nomadic peoples in China.

In such a complex and diverse context, the role of the UNESCO Office in Beijing – together with UNAOC, TICC as well as other academic centres of excellence and aggregators such as the CUC and the Hong Kong Baptist University – is to use UNESCO resources and convening role to foster such multiplier effects around the dissemination and implementation of the ideas contained in the MIL Curriculum for Teachers.

Integration of Media and Information Literacy into the national teacher-training curriculum in Morocco

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UNESCO Office in Morocco

In June 2012, UNESCO and the Moroccan Ministry of Education started a programme to integrate Media and Information Literacy (MIL) into the formal education in Morocco through the training of teachers. This programme aims to help citizens more effectively engage with media and the Internet in Morocco and to develop critical competencies in using information by placing MIL in the formal national school curricula.

The programme is implemented within the framework of UNESCO's global action to promote an enabling environment for freedom of expression in Arab countries funded by the Swedish International Development Cooperation Agency. Since the adoption of its new constitution in 2011, in which articles 25 and 27 guarantee freedom of expression and freedom of information, the development of competences among citizens in relation to media and information, thus allowing them to exercise fully their rights, has become critically important in Morocco.

In June 2011, the launch of UNESCO's MIL Curriculum for Teachers at the First International Forum on Media and Information Literacy organized in Fez in partnership with the Sidi Mohamed Ben Abdellah University, the Islamic Education, Scientific and Cultural Organization, the Arab Bureau of Education for the Golf States and the United Nations Alliance of Civilizations has established the foundation for the development of international, regional and national cooperation in the area of MIL.

The Forum was the first of its kind at the international level to examine media and information literacy as a combined set of competencies (knowledge, skills and attitudes) and to endorse the far-reaching vision that MIL is essential for life-long learning, citizenship and good governance. This was encapsulated in the groundbreaking Fez Declaration of Media and Information Literacy. In connection with this event, the Arab States' Consultation on the Adaptation of the Curriculum, in which the Moroccan Ministry of Education actively took part, resulted in a plan of action for deploying and piloting the MIL curriculum in national teacher training institutions.

The MIL Curriculum for Teachers was then translated into other languages and published in French and Arabic. As part of the first activity of the programme, a workshop to prepare the national adaptation of the UNESCO MIL Curriculum for Teachers was held in September 2012 in Rabat. The workshop brought together national teacher-trainers at the secondary school level from different fields, such as history, computer science and music, as well as experts from the Centre de Liaison de l'Enseignement et des Médias d'Information (CLEMI), based in Paris.

As a result of the workshop, some modules of the UNESCO MIL Curriculum for Teachers have been selected to be integrated into the national teacher-training curriculum and adapted to the Moroccan context.

The new adapted curriculum is expected to be deployed by the Moroccan Ministry of Education at the national level in January 2013 within the context of the reform of the teacher-training in Morocco, piloted in different regional teacher training institutions and evaluated for final insertion into the formal education programme in September 2014.

Media and Information Literacy Voices from Thailand

Sara Gabai, UNESCO Bangkok Office, Thailand

The Communication and Information Unit (CI) of UNESCO Bangkok implements the sector's programme in the Mekong region. Currently the Unit in Bangkok is the mobilizer at the forefront of the very active Thai Media and Information Literacy network. Working with Asian and international Media Literacy experts, our goal is to encourage people to become fully aware of their rights to freedom of expression, defend their access to information, critically evaluate content, participate in decision-making processes and make their voices heard through new creative and engaging media literacies.

To achieve our goals, we take an interdisciplinary approach to Media and Information Literacy (MIL) by working across sectors. In fact, our partners belong to educational institutions, the broadcasting industry, and the Thai Health Promotion Foundation.

A series of consultations or workshops was set up in Bangkok in 2010- 2012 to:
1) Understand the needs of Thai practitioners who are interested in embedding MIL in their sectors;
2) Adapt the MIL Curriculum for Teachers to the Thai cultural context and across disciplines.

Working to support, promote and develop Media and Information Literacy in Thailand would not have been possible without a strong commitment from both western and Asian partners to engage in a strong intercultural dialogue. The mutual understanding of Media and Information Literacy as a catalyst for increased public awareness and participation in building just and democratic knowledge societies motivates us to take action at all levels of society.

UNESCO Bangkok Communication and Information Unit: Promote Media and Information Literacy. Some Useful Experiences:

The UNESCO Bangkok CI Unit serves as the Media and Information Literacy knowledge hub in Thailand. We coordinate with our Thai partners and monitor MIL activities, lead MIL research both at the national and international level, support workshops and participate in conferences and summits to advocate for the inclusion of Media and Information Literacy strategies in the media and education sectors.

In June 2012, the CI unit participated in The Fourth Thailand Cyber University International e- Learning Conference: Smart Innovations in Education

and Lifelong Learning. The Thailand Cyber University Project, the Office of the Higher Education Commission and the Ministry of Education in Thailand invited world experts to share their experiences and lessons learned in order to create a dialogue between Thailand and the international community on best practices in education for lifelong learning. Sara Gabai, Media and Information Literacy trainer and consultant for UNESCO CI in Bangkok, presented a paper on *Smart e-Learning Through Media and Information Literacy*[2]. This year with the OneTablet per Child project, the Thai government has distributed thousands of tablets to students. In this advocacy paper, questions are raised about whether providing ICT infrastructures in education is enough to achieve social equality, quality lifelong learning and create fair economic, social and cultural opportunities in Thailand. At the conference, UNESCO was the only actor promoting Media and Information Literacy and advocating for a smart learning plan of action that integrates Media and Information Literacy (MIL) skills with e-Learning and ICTs.

In May 2012, the CI unit participated in the MILID WEEK Barcelona 2012 Conference: Media and Information Literacy and Intercultural Dialogue. Sara Gabai, Media and Information Literacy trainer and consultant for UNESCO CI in Bangkok, presented a paper on *Promoting Intercultural Dialogue Between East and West through Media Literacy and Pop Culture.* In this paper, media literacy skills are used to investigate how the mass cultural forms of the West affect non-western nations and their relationship to identity, spaces of belonging, culture, style, language and modernity. The starting point of this project is the intercultural dialogue that takes place between Thai and American youth through mediated forms of communication. The case studies that were analysed are the pop music videos *Empire State of Mind* by Jay - Z and Alicia Keys and *Krung Thep Mahanakhon* (Bangkok City) by Thaitanium and da Endorphine. Close attention was paid to the role of media as cultural references for youth worldwide and the pedagogic value of popular culture in learning about the relationship between culture and identity, place and space, social and political discourses, and the power relations embedded in systems of representation.

In November 2012, the CI unit participated to the Fifth UNESCO Youth Peace Ambassador Training Workshop: Holistic View of Peace, Health, Development and the Environment. More than 100 UNESCO Youth Peace Ambassadors from all over Asia gathered in Thailand to draft their action plans to advocate for a culture of peace in their countries. Prof. Darryl Macer, UNESCO Regional Advisor for Social and Human Sciences in Asia and the Pacific, addressed the following questions: "*How can we educate citizens in different countries and institutions to promote a culture of peace and peace building? How can we foster a culture of peace through education, promote respect for all human rights, ensure gender equality, foster democratic participation and support participatory communication and the free flow of information?*" In response to

these questions, the CI unit prepared *Making Media, Building Peace: A Media and (Information Literacy) (MIL) and Digital Storytelling Peace Workshop.* The aim of this workshop is to think about our new media languages and the ways in which they can be used to speak about real-life issues.

We focused not only on how to "speak" through media, but also on how to "read" media critically. Reading media critically is important to understanding what kinds of messages build the cultures we live in and shape our identities. Combining MIL concepts with digital storytelling techniques is an empowering communications strategy that will allow learners to increase their awareness and understanding of particular issues such as media and environment, health, problematic gender representations and body images, violence, media, power and identity configurations.

The training was structured so as to empower participants with the skills to respond to (online and offline) dominant, discriminatory and marginalizing media messages, by producing alternative or oppositional meanings through their digital media peace stories. The outcome of the workshop was twofold: We were committed to fostering an understanding of the importance of 1) being attentive and critical readers/consumers of media messages and 2) becoming responsible cultural producers. Understanding the politics of how meaning is produced and the influential role of the media industry in constructing the cultures we live in is mutually related to a project of civic education where learners can think about their roles as citizens and, through digital media, build dialogue and denounce power imbalances, inequalities, and injustices.

UNESCO Youth Peace Ambassadors, coming from all over Asia, were very active during the workshop. Despite the many participants, this was the first time they had engaged with MIL and Digital Storytelling concepts and exercises. All workshop members actively participated and presented their critical feedback on the media products to which they were exposed. Many of the Youth Ambassadors understood the potential of Media Literacy in promoting community engagement, listening to and learning from members of a community, increasing awareness and understanding of particular issues, and advocating and lobbying for or denouncing those issues through new media literacies.

Partners:

The Research Center of Communication and Development Knowledge Management (CCDKM)

CCDKM is located at Sukhotai Thammathirat Open University (STOU) and its director, Dr. Kamolrat Intararat, is one of the main actors of the Media and Information Literacy movement in Thailand. Dr. Kamolrat's work is inspiring and of great relevance in that it uses Media and Information Literacy as a strategy to promote literacy in rural and marginalized communities in Thailand. As

the founder of *MILThailand.org*, the first Media and Information Literacy web portal in Asia- Pacific, Dr. Kamolrat has adapted the UNESCO MIL Teacher Training Curriculum to the Thai cultural context. In particular, the target groups of the MILThailand.org knowledge hub are youth, teachers, parents and community leaders. The portal is an e-Learning platform where learners may access Thai and International print and multimedia learning curricula, research and resources related to MIL. The portal also exposes its visitors to several issues that are relevant in Thailand (human trafficking, peace building, media ethics) and provides resources on how to engage with the latter through Media and Information Literacy Strategies. UNESCO Bangkok CI Unit has collaborated with CCDKM as information provider for the English content of the portal (see website at: www.milthailand.org).

Promoting Media and Information Literacy through the Thai Public Broadcasting Service (ThaiPBS)

The Thai Public Broadcasting Service began broadcasting in January 2008 in the midst of Thailand's worst political crisis. As Thailand's first free-to-air national public broadcaster, they have quickly earned a distinctive place in the Thai broadcast industry with their bold and independent news reporting and a wide range of thought-provoking and knowledge-building programmes. They are noted for becoming the most trusted broadcaster during Thailand's most critical times in the past two years. ThaiPBS is a strong partner of UNESCO Bangkok CI Unit and Mr. Anothai Udomslip, Director of the Academic Institute of Public Media, may be considered the MIL Ambassador in the broadcasting sector. During the 9th Asia Media Summit that took place in Bangkok in May 2012, Mr. Anothai stressed the importance of incorporating a Media and Information Literacy agenda into the broadcasting world. An entire session of the summit was dedicated to "Building a Media- Literate Public". World MIL experts exchanged their action plans and lessons learned in their countries. Core concepts of the UNESCO MIL Teacher Training Curriculum have been adapted to the broadcasting sector. ThaiPBS strongly believes in the role of citizens in public broadcasting; in fact, they are very committed to encouraging public participation in both their programming and other activities. The aim is to bring citizenship from the margins to the centre. One main strategy of achieving their goal is emphasizing the importance of Media and Information Literacy both by training journalists and raising the public's awareness of critical use and consumption of media.

Building a Roadmap towards a Media and Information Literate Indonesian Society[3]

*Ramon Tuazon, Consultant UNESCO
and President of the Asian Institute of Journalism
and Communication, the Philippines*

Introducing Media and Information Literacy in the Curriculum Workshop was held on July 26 – 28, 2011 at the University of Indonesia, Depok Campus, West Java, Indonesia. This event was organized by the Yayasan Pengembangan Media Anak (YPMA or Children's Media Development Foundation) in coordination with UNESCO and University of Indonesia Department of Communication, Faculty of Social and Political Sciences. The 37 participants were teachers from junior and senior high schools, lecturers, media literacy activists, members of local education agencies and librarians.

The purpose of the workshop was not only to introduce the MIL curriculum to teachers, but also to gain insights into how the curriculum should be improved to accommodate local needs and to discuss strategies for adaptation and integration. The overall goal was to build a media and information literate Indonesian society in the near future.

The first part of the workshop covered the following areas: (a) MIL Curriculum and Competency Framework and Core and Non-core Modules, (b) Information Literacy in Indonesia, and (c) Media Literacy in Indonesia.

The second part focused on challenges and future recommendations in relation to introducing the MIL curriculum and pursuing a media and information literate society in Indonesia.

A distinct feature of this workshop, compared with other regional and national workshops, is the availability of the *Bahasa Indonesia* translation of the Media and Information Literacy Curriculum for Teachers published by UNESCO. The translated version was distributed and this facilitated more in-depth and critical discussion among the participants. Input on various ways to improve the publication (English and Bahasa Indonesia languages) was generated during the workshop. Mr. Ramon R. Tuazon of the Manila-based Asian Institute of Journalism and Communication (AIJC), one of the authors of the publication, was the lead workshop facilitator.

Although the workshop was still structured along the two traditional divides of the concept – media literacy and information literacy – at the end of the three-day discussion, there was a consensus that these two concepts have to be seen as an integrated concept that can no longer be pursued as two separate areas.

Information Literacy in Indonesia

"Information Literacy in lndonesia" was discussed by Utami Budi Rahayu Hari-yadi, a lecturer at the Department of Library and Information Sciences, Faculty of Cultural Science, UI and also the university coordinator of Information and Archives Management Division at Vocational Programs.

The widely-used concept of information literacy in Indonesia is based on the Alexandria Proclamation on Information Literacy & Lifelong Learning.

Initiatives to promote information literacy in Indonesia include the following:

- Indonesia National Library has regularly held seminar-workshops on information literacy for school librarians, higher education institutions and the public since 2005

- Indonesian Association of School Information Workers (APISI – Asosiasi Pekerja Informasi Sekolah) has been actively promoting IL seminars and workshops

- National Education Standards Body (BSNP - Badan Standar Nasional Pendi-dikan) has included information literacy in the Standard of Competencies for School Library Workers (Standar Kompetensi Tenaga Perpustakaan Sekolah)

- Indonesia National Library developed the "Information Literacy: Introduction for School Libraries" in 2007, with a revised edition in 2009

- Collaboration with government and other institutions such as UNESCO in promoting information literacy

- The establishment of associations that actively promote information literacy, such as the Indonesian Association of School Library Workers (Asosiasi Tenaga Perpustakaan Sekolah Indonesia) and the Indonesian Librarians Organization (Ikatan Pustakawan Indonesia)

The discussion of information literacy focused on (school) libraries as information providers. Several issues were identified: (1) many school libraries are not being managed by professional librarians and (2) most graduates of library science are not interested in working at school libraries due to the low remu-neration.

The collaboration between teachers and librarians could also offer creative solutions in relation to students' teaching-learning activities. In this matter, headmasters should play active roles in supporting the collaboration.

Many Indonesians still perceive the library as a dull and uninteresting place. Repositioning of this image is very important in attracting people to come and make use of its services. The library systems should also be more flexible and able to utilize ICTs to be more attractive, especially to young adults. The library

is not only a place to read books but also a place where young adults can satisfy their demands for information.

Media Literacy in Indonesia

B. Guntarto of Yayasan Pengembangan Media Anak (YPMA) or the Children's Media Development Foundation facilitated the discussion on "Media Literacy in Indonesia", which focused on initiatives intended for young adults in Indonesia.

Current media literacy activities still predominantly focus on television, thus failing to give attention to other media, such as video games and the Internet, perhaps due to limited familiarity with these new channels, which have very different characteristics compared to conventional media. Current programmes focus on providing knowledge and skills for using media critically and effectively, including educating parents in supervising children's media use. Activities related to understanding media characteristics, analysing and evaluating media content, building competency to produce content through various media and using media content as learning resources are very limited.

Some of the activities conducted by YPMA in promoting media literacy are:

- Development of a media literacy curriculum integrated into the primary school curriculum

- Publication of *Kidia*, a magazine that provides a guide to selecting TV programmes, books and video games

- Coordinator of the annual "A Day without TV" campaign

- Coordinator of the "Healthy Media" campaign, which encourages children and their family to critically evaluate their media usage

Issues in Building an MIL Movement and Society

The following were identified as key strategies in creating an MIL movement towards a MIL Society in Indonesia:

- Increasing awareness of MIL among all sectors of society, especially parents as they play a significant role in supporting and supervising their children in using media and information channels

- Integration. Coordinating with relevant actors such as media practitioners, media activists, librarians, museums and governments would increase awareness and consideration of MIL

- Infrastructure and access to information. Socialization of MIL should be followed by improvement of infrastructure and access to media and information, particularly in remote areas

Strategies for Implementation

Workshop participants suggested the following strategies related to implementation of the MIL Curriculum for Teachers in Indonesia:

1. In-service Teachers

This is important, because MIL competencies are not yet widespread in Indonesia. Implementation of the curriculum could be accomplished through a short course (Approximately 95 hours) for all modules. It was also suggested that the modules be classified into a number of courses, based on degree of difficulty/concentration (e.g., beginner, intermediate, and advance level) or level of institution (e.g., primary, junior high and senior high school), as each level has different needs and expectations.

Classifying the modules would help in-service teachers take selected courses based on their current competencies, needs and interests. In addition, classifying modules would result in shorter course periods and more affordable options, which arguably would make it easier for in-service teachers to adjust to their conditions. A certificate should be given at the completion of each course.

2. Pre-service Teachers

There are three alternatives in implementing the curriculum for pre-service teachers. First, crafting a specific subject/unit of MIL and integrating it into the teacher education curriculum. Considering the total approximate time and load in offering all the modules, the subject should be given at least 4 SKS (credit unit in the Indonesia education system). Second, blending the MIL curriculum into an ICT subject currently being offered. According to a number of participants, there are overlapping areas discussed in the modules and in the ICT subject. Third, integrating the MIL Curriculum into all subjects offered in the teacher education curriculum. The considerations for this alternative are: (1) the teacher education curriculum is tightly packed and (2) learning from the experiences of schools in Central Java and East Java, the concept of media literacy can be integrated into other subjects.

3. Government Support

One vital point in accelerating the process is government support, particularly from the National Education Ministry. Through appropriate regulations, advocacy and training programmes, implementation of the curriculum would be made easier. The challenge is to create government awareness of the importance of MIL in the educational system. Because of local autonomy in Indonesia's political system, where local authorities have been granted the right to regulate and manage their own affairs including education sector, coordination with local government units is necessary to encourage them to adopt or integrate the MIL curriculum into the teacher education curriculum in their areas.

4. Networking with other Organizations

Coordinating with other organizations/institutions that have MIL as a concern, for instance YPMA and Sampoerna Foundation (SF), and to organize programmes/projects related to the implementation of the MIL Curriculum, e.g., training of trainers, training for teachers, advocacy, monitoring and evaluation and provision of supporting tools. Furthermore, coordination and cooperation with the Indonesian Teachers Association (PGRI – Persatuan Guru Republik Indonesia) or the Indonesian Librarians Organization (IPI – Ikatan Pustakawan Indonesia) and other related profession organizations were recommended.

5. Role of School Headmasters and Access to Infrastructure

Increasing awareness of MIL among headmasters or members of school committees, as they have the authority to facilitate implementation of programmes considered necessary at their schools. However, infrastructure (including Internet access and software/hardware) is an issue that also needs to be addressed, as it is closely related to media and information access. Not all schools in Indonesia have adequate resources.

6. Pilot Projects

Most of the participants stated that they are willing to pilot the curriculum in their respective institutions. In addition, participants suggested that piloting should be limited to schools that have met the standard of 'independent' school category set by the National Education Ministry Regulation (Permendiknas – Peraturan Kementerian Pendidikan Nasional).

Notes

1   See "Converging traditions of research on media and information literacies: disciplinary, critical and methodological issues". Sonia Livingston; Elizabeth Van Couvering et al., 2008, available in LSE Research Online – for a complete discussion.
2   The paper can be accessed at: http://support.thaicyberu.go.th/iec2012/proc.pdf (pp.56-63)
3   Adopted by Ramon R. Tuazon from a report prepared by Ms. Nadia M. Andayani

Media and Information Literacy Survey: Research Habits and Practices of University Students

Jagtar Singh, Punjabi University, Patiala, India &
F. Woody Horton, Jr., Washington DC, USA

In 2008, the University of Washington iSchool in the USA began a major research effort that involved surveying thousands of university students throughout the country to examine, document and analyse their research habits and practices when either given a course-related research assignment by their instructors, or when undertaking everyday-life-related research. This effort, known as "Project Information Literacy" (PIL), attracted widespread interest in the media, library and educational communities worldwide, both domestically in the US and internationally, and several Asian regions and countries in 2010 decided to also survey a sample of their university students, but first decided to modify the American survey instrument to adapt it to their own unique student cultures.

UNESCO – because of their recent coincident decision to advance the Media and Information Literacy (MIL) concept as a major "standalone, composite concept" rather than to continue pursuing Media Literacy and Information Literacy as largely independent concepts – agreed to fund the project, formally called the "International Media and Information Literacy Survey" or IMILS, and the project was begun in early 2011 and completed in December 2012. Twelve Asian countries participated: India, Sri Lanka, Pakistan, Bangladesh, Indonesia, Thailand, Maldives, Malaysia, Mainland China, Taiwan, Macao, Hong Kong, and the Philippines. Punjabi University in Patiala, India, led the effort overall, and Wuhan University in China coordinated East Asian/Oceania country participation. A total sample size of approximately 20,000 students in all of these countries completed the survey. These students represented virtually all academic disciplines, but were mainly 3rd and 4th year students rather than lst or 2nd year.

Students seemed very comfortable with completing the survey form, which posed questions in the areas of both information and media literacy. They appear to have accepted the premise that the two areas could, and perhaps should, be integrated and synchronized together into the same conceptual fabric, as "whole cloth" so to speak, which UNESCO formally refers to as "MIL" or Media and Information Literacy. Or as UNESCO prefers to sometimes describe MIL, "as a whole new composite concept instead of the loose connec-

tion of two disciplines which should remain as largely separate disciplines." Moreover, the students surveyed, at the very least, accepted the idea that the two concepts are very strongly complementary and should ideally be treated together in theory and in practice.

Perhaps the most significant substantive finding and recommendation related to UNESCO's MIL concept was the recommendation that UNESCO begin to utilize an "overarching, six socioeconomic sectors framework" as an integral part of its various major MIL introductory "narrative initiatives," such as "MIL Indicators for Teachers to Use," so as to make teaching and learning the MIL concept more meaningful by using concrete examples and illustrations directly applicable to the many everyday life challenges faced by students. The IMILS project found, as a result of analysing the survey results, that unless students were asked about their research habits and practices in the context of the specific, "real-life situations" they faced, their responses were often too generalized, vague, imprecise, and difficult to comprehend and assess. Here is the recommended overarching six-sector framework recommended by the IMILS project:

Education, Teaching and Learning sector;
Health, Wellness and Human Services sector;
Governance and Citizenship sector;
Business, Industry, Employment and Economic Development sector;
Agriculture, Farming, Wildlife Protection, Forestry and
Natural Resources Conservation sector; and
Disabled, Handicapped and Disadvantaged sector.

Here is a brief summary of some of the other major issues touched upon in the project.

1. Sensitivity to Privacy Concerns Implicit in Some Survey Questions

Because geographic regions, countries and cultures differ greatly in terms of their sensitivity to questions that may touch upon personal privacy, solitude and "private space" so to speak, some survey questions that one region or country's people may have considered relatively non-invasive and impersonal were, in another region or country, often considered invasive and too personal, and therefore had to be either re-phrased or entirely omitted. Also, even though personal privacy may not necessarily have been the main issue, designers of similar surveys in the future should ask themselves: "Might the intended audience ask themselves why this question is being asked and what the survey administrators are going to do with the responses?" Confidentiality and secrecy are considerations that are very difficult to predict at the cultural

level, and they are closely related to personal privacy. Survey administrators should indicate to students what they intend to do with the completed surveys, and address the privacy issue squarely.

2. Publishing and Sharing Research Results

One question posed to students is whether, after completing their research, they had ever thought about sharing their research methods and results with other students, and/or about publishing their research methodologies so others might use them. Although a student's motives for sharing his/her research results with others may, on the surface, be admirable, there are many real or potential dangers associated with this decision that need to be pointed out as a part of such a question, or otherwise brought to the attention of survey respondents before they are asked this question. For example, real or potential dangers arise in legal areas such as patents, trademarks, copyrights, and other areas such as business secrets, and these should not be included in research results. Moreover, if a social networking site such as FaceBook is used, unintended negative and hazardous uses may be made of the information published openly by unscrupulous individuals.

3. Evaluation of the Library and Media Centre Resources utilized

Students were asked how they evaluated library and media resources insofar as their research was concerned, and they were consistent in the sense that just as they ranked the topicality and up-to-datedness) of book and journal collections high on their list of library usefulness, they ranked outreach high on their list of media usefulness. The criticism often directed at students is that they "blindly assume" that the information they find in libraries or on the Internet is uncritically understood as true and timely, when, in fact, much of the information is out of date. So it was gratifying and reassuring to learn that students are sensitive to whether information they find is current or out of date. Also, a great deal of time is wasted by students because they do not know how to efficiently search for information resources in a library or in media centres, not knowing how to use their collections and services.

4. Evaluation of online Web Resources utilized

Students were consistent in the sense that just as they ranked the topicality (up-to-datedness) of library book and journal collections, and media products and services, high on their list of usefulness, they also ranked topicality high when it came to web resources. There is little that is remarkable about this result, because it follows closely on the same basic point considered in the context of their evaluation of library and media centre resources when it comes to the topicality of the materials.

5. Evaluation of Human Resources consulted

Not unexpectedly, fellow classmates were ranked by the surveyed students as the most valuable human resources they consulted when undertaking course-related research. These were followed by instructors, with librarians and media centre personnel coming further down on the priority list. It would seem that every student has one or several close friends who are perhaps taking many of the same courses and classes, and whom they consult and exchange advice with concerning how to go about doing their research.

6. Personal Research Style

Students indicated that they first prepared an outline, or plan, for doing their research. Presumably that means that they decided on which kind of resources to consult and in what rough sequence (i.e. library, media centre, web, human), and then they refined their search process later based on the preliminary results achieved. Also, it was clear from responses that students personalized their approach based on what had proved to be successful in their past research habits and practices. That is, they did not attempt to "blindly emulate" the research practices of fellow students although they certainly sought advice from them.

7. Use of Productivity Tools

Students used a wide array of productivity tools, and the three most commonly used were: highlighting the text (underlining); posting a question online with the expectation of receiving a useful response; and participating in a group, such as a Google Discussion Group, wherein the membership was often composed of fellow students, perhaps some teachers, and other kinds of "mentors and experts," such as retired teachers and other professionals who wish to remain involved actively in their field even after they have retired. Interestingly, microblogs such as Twitter and digital "sticky notes" were perhaps the least utilized productivity tools.

8. Objectives in Preparing a Good Research Paper

Again, not particularly surprising in terms of objectives and preferences was the fact that getting a good grade on the paper, and in the course, and making the instructor happy, were among the highest ranked objectives by students in approaching their course-related research. Although they also believed that doing a comprehensive and thorough job on their research was a very important goal, getting a good grade was paramount. Traditional bibliographic considerations such as paper length, and the inclusion of many citations and references, properly formatted according to authoritative style manuals, were ranked at the bottom of the list.

9. Ranking Difficulties Encountered in Undertaking Research

Students were asked to rank order the difficulties they encountered when undertaking research. Getting started with the research process, and especially defining and narrowing down the topic, were ranked as the most difficult parts of the course-related research process in the eyes of students. The least difficult parts were reading through the materials researched, taking notes on them, and making records of the materials. Once again, students had some difficulty learning the correct way to cite sources referred to and quoted in their papers because the bibliographic rules are not always intuitive and require some memorization on their part.

10. Ethics and Legality Considerations in Influencing Message Respondents

Students were asked whether they believed there was anything illegal or unethical about trying to deliberately influence the reactions and responses of people to whom they send messages.

Here, the majority were highly in favour of influencing respondents, feeling it was perfectly legal and ethical. "Why else," students said, "would we waste so much time and effort trying to select the most appropriate communication channel were it not because we wanted to maximize our chances of influencing the respondents in the direction we hoped for!"

11. Matching Intended Respondent Reactions to a Preferred Communications Medium

As indicated in the prior response, the matching of intended respondent audience reactions to the most appropriate and preferred communication channel was a paramount consideration, in which the student was prepared to invest considerable time and effort. There seemed to be no shyness when answering this question, and the overwhelming majority of students felt they needed to spend time deliberately considering the pros and cons involved in selecting the most appropriate medium to use, taking into account the demographic profile of the respondent audience they were trying to influence.

Finally, the project recommended these actions to UNESCO for "next steps:"

UNESCO should take several actions, as soon as practicable, to fit the "six-sector" overarching applications framework described above into their broader introductory MIL narrative initiatives. For example, three such priority initiatives could be pursued beginning in the short term (next 6 months) and completed by no later than the end of 2013:

Small Expert Workshop. Such a meeting (not more than six or at most eight experts) should be convened in Paris (or perhaps at one of UNESCO's field institutes) to further flesh out the details of exactly how the overarching framework could and should be fit into the broader MIL narratives.

A Practical Framework for Teaching MIL. A short publication should be commissioned to be prepared and published that builds upon prior MIL reports, such as the MIL curriculum guidance for teachers, 2011 report, and that links the above-mentioned recommendations from the small expert workshop to the recommendations contained within that 2011 report, after laying out, in broad outline form, the overarching framework, and explaining how it should be introduced into the MIL teaching and learning processes.

Pilot Tests. A small sample of perhaps 3 to 6 countries, one in each of the major geographic regions, should be invited to volunteer to pre-test the recommendations from the preceding activities "in the classroom" for the purpose of pre-testing their viability in actual practice, and a report should be prepared for UNESCO documenting the results, conclusions and recommendations for future steps going forward.

Survey of Media and Information Literacy among Teachers, In-service and In-training, in Four Caribbean Countries

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The Department of Library and Information Studies at the University of the West Indies, Mona Campus was commissioned by UNESCO to conduct a study of the media and information literacy levels of educators within four Commonwealth Caribbean countries, namely, - Antigua and Barbuda, Guyana, Jamaica and Trinidad and Tobago. The main study objective was to establish the media and information literacy among in-service and trainee teachers as well as the teacher educators. The findings are intended to be used to inform the decision-making of UNESCO and other stakeholders, including media and information professionals, educators, citizens media groups, policy and decision makers, about the need for media and information literacy training for teachers within the Caribbean.

The Study

A sample of 2,707 randomly selected in-service teachers, trainee teachers and teacher educators from Antigua and Barbuda, Guyana, Jamaica and Trinidad and Tobago were surveyed using a 34-item questionnaire in order to evaluate their media and information literacy level. They were drawn from seven teachers colleges, four universities, 34 primary and 30 secondary schools as a representative sample of the three groups within each country. The survey was conducted between October 2010 and January 2011. The response rate overall was 77.4% with 2096 completed and usable questionnaires returned.

A summary of the major findings follows.

Background of the Sample and their Institutions

Age

Most of the participants fell within the 20-39 age group (75.6%) and most were females (85%) at a 5:1 ratio with the males.

Educational Qualifications and Years of Teaching Experience:

In-training Teachers

The majority of the in-training teachers (66%) possessed only secondary school certification, and as many as 40% had no previous teaching experience, while 32.6% had between 1—5 years teaching experience prior to entering the training institution.

In-Service Teachers

This sub-group consisted of both trained and untrained personnel. Sixty-six percent of all the trained teachers were professionally qualified. The highest level of qualification for held by the most in this group was the teachers college diploma (37.2%) and another 31.7% had a bachelor degree.

Among the untrained in-service teachers, 46.4% had bachelor degrees in non-Education subjects and 36.6% had only secondary school certification. The largest number was employed between 1-5 years.

Teacher Educators

The majority had master degrees (59.6%) and fell within the 1-5 years of employment.

Background Information on Participating Institutions

Of the 7 colleges, 4 universities and 64 schools that participated, 78% of the schools had libraries, 28.1% professional librarians, 37.3% had information literacy programmes, 73% had access to computers but only 40.6% had access to the Internet. No school had any kind of formal instruction in media literacy although 4 (6.25%) said they had some aspects embedded in their curriculum.

With reference to the colleges and universities, all reported having libraries, professional librarians, computers and access to the Internet for all, except for Antigua State College which said staff did not have access to this service. There was an information literacy programme in place for all, but none for media literacy. Again a small number said some aspects of this was integrated into the curriculum.

Media Literacy

Ownership and Use of Media Devices

The pattern of ownership tended to exceed use for most of the items on the list. The most commonly owned media devices were the same one used most often. The most popular items owned were: cell phones (95.6%), Computers (79.5%), DVD players (69.0%), CD players (66.8%) and digital cameras (53.5%).

The most commonly used items were: cell phones (77.3%), computers (76.4) DVD players (64.9%), CD players (62.2%) and digital cameras (60.7%).

Frequency and Purpose for Using the Internet

For all eleven activities listed, at least 60% of the sample carried them out even once during the two week period they were asked to report on. Searching for information (47.2%) was the most frequently done daily activity followed by listening to the radio (44.9%), watching TV (43.8%), and emailing back and forth (34.7%).

A consistent percentage of between 17 to as high 39% did not execute any of seven of the activities listed at any time during the two weeks. The two activities that attracted greatest non-involvement was posting comments to online news groups/blogs (39.8%) and playing games (35.4%).

Use by In-service Teachers of the Newspaper, TV, Computer and Radio over a Two Week Period

The period was characterized more by non-use (20.9% - 49.7%- none at all) than use and a further 46-51% did not respond. On an average, the newspaper was used most frequently over the whole period (30.7%) and on a daily basis the order of frequency of use was: the computer (10.3%), radio (9.5%) and the Television (7.1%).

Use of Media for Social Participation

The non-use of media for this purpose was the most striking observation as seen with percentages ranging from 49.3% for never having participated in a public forum to a high of 78.1% for never capturing news and sending it to a TV station. Another 55.9% had never written a letter to the editor or participated in a call-in programme, and 64.5% had never contacted a government representative about matters of concern as a citizen. The only thing a fair number had used the media to do was to interact with others to learn about their culture (32.3%).

Level of Confidence in Using Media

The participants expressed a moderate to low level of confidence in performing most of the related skills associated with using modern media. Under fifty percent described themselves as very confident in using the newspaper (46.9%), the TV (44.7%), the Internet (43.3%) and the radio (42.4%) for teaching. They were not so confident for setting up a website (63%) and contributing to a wiki (58%) and for the remaining seven activities the scores were all under 40%.

Knowledge and Understanding of Media

This was covered by several items as follows:

The most important role of media – the most common choice (48.4%) was to create /sustain public debate on important social issues, while 32.8% chose promoting good citizenship, and 12.2 decided on acting as a watchdog.

Best indicator of the intended audience for a media programme – The majority (65.6%) incorrectly chose the hour of broadcast, rather than the types of ad shown (22.5%).

Knowing How Media Operate – 78.3% knew that it was true that on talk shows some events are staged; 73.2% that some documentaries use actors; and 31.4% chose to believe that it was true that the items of news presented on a given day consisted of the most important events that took place that day.

Trusting Information from the Media – Nearly sixty-six percent (65.8%) opted not to believe that that the media producer's personal beliefs are hardly likely to influence the programmes he/she produces; and 66.7% that when an event is presented in the news, it looks the same as if you were there and saw it yourself.

Understanding and Perceiving the Nature of Media Messages

The participants showed a fairly good understanding of some of the basic tenets governing media messages. The level of overall agreement on four of the five statements was very high, namely, persons exposed to the same media message can interpret it differently (89.3% , Strongly agree -56%, 33.3% Agree); each media message has its own version of social reality (80.9%, 31.5% SA, 49.9% A); media representations playing a role in people's understanding of social reality (79.2%, SA 26,6%,25.4% A); and most media messages have embedded values and points of view (72.4%, 22.4% SA, 50% A).

There was a more moderate level of agreement about "as long as the media (radio, TV, newspaper, Internet) provide good content, it doesn't really matter who owns them or how they are funded" with only 52% in agreement, and a good 27.5% disagreeing.

The Nature of the Journalist's Job and a Free and Independent Media

Almost eighty percent (79.2%) agreed (43.0% strongly) that there should be laws in my country that protect journalists to do their job; 74.2% that journalists should have the right to protect their sources of information; and 70.4%

(45.9% strongly) that the media should be independent while only 51% agreed that the media should be free, with 35.5% actually disagreeing.

Level of Trust in Various Types of Media

Very few of the educators trusted the media all the time (5.7-9.4%) while most trusted them some of the times – radio (62.1%), websites (61.5%; TV (61.1%) and newspaper (53.1%).

Recognizing Persuasive Techniques used by advertisers

A little over fifty percent (57.7%) accurately recognized "testimonials" and 45.8% identified "bandwagon" as referring to techniques used by advertising companies to persuade consumers to buy their clients' products. Nearly 22% incorrectly selected "snowballing" as one such technique.

Distinguishing between Fact and Opinion

Some of the educators could successfully identify a fact (43.2%0 while a lesser number on two occasions was able to recognize an opinion (29% and 26%), leaving one to conclude that the majority of them could not readily identify neither a fact nor an opinion.

Information Literacy

Participants were given thirteen test items on the core skills involved in being information literate and between 61-66 percent of accuracy was achieved for only three items- the best printed source for current information, when to use Google and the contents of the library catalogue. For all the other ten categories, except for two, the scores fell below the fifty percent mark and particular weaknesses were shown for being able to evaluate information found on a website (39.6%), when there was need to consider alternate search terms (39.1%) , and what part of a book to consult for additional documents on the topic (28.4%).

Previous Exposure to Formal Media and Information Literacy Instruction

Nearly fifty percent (49.9%) of the participants had already been exposed to some form of media literacy education , if even in a limited way, in contrast to the 38.3% who reported being taught information literacy (38.3%).

Institutions where Sample were Formally Taught Media and Information Literacy

With regard to media literacy courses, the teachers colleges were the most likely place for them to have some formal instruction (24.5%) followed by school (20.6%). A slightly different picture emerged for information literacy instruc-

tion as the numbers were almost equally divided between teachers college (13.3%), school (12.0%) and university (11.8%).

Need for Teaching a Special Course on Media and Information Literacy

There was a 88.9% agreement with the need to formally teach media and information literacy at all levels of the education system, with as much as 50.4% strongly agreeing. This means that the UNESCO initiative should meet with a positive response since these educators apparently recognized the need for such a course.

Most Important Reason for Teaching Media and Information Literacy

Developing critical thinking (58.4%) trumped the other two options as the most important reason while helping students becoming active citizens (21%) and protecting children from negative media influences (20.7%) had almost the same scores.

United Nations
Educational, Scientific and
Cultural Organization

A summary edited by
Alton Grizzle and Carolyn Wilson

Media and Information Literacy
Curriculum for Teachers

Carolyn Wilson
Alton Grizzle
Ramon Tuazon
Kwame Akyempong
Chi-Kim Cheung

UNESCO Constitution:

… the States Parties to this Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and increase the means of communication between their peoples and to employ these means for the purpose of mutual understanding and a truer and more perfect knowledge of each other's lives…

WHY A MEDIA AND INFORMATION LITERACY CURRICULUM FOR TEACHERS?

We live in a world where the quality of information we receive largely determines our choices and ensuing actions, including our capacity to enjoy fundamental freedoms and the ability for self-determination and development.

Driven by technological improvements in telecommunications, there is a proliferation of media and other information providers through which vast amounts of information and knowledge are accessed and shared by citizens.

We face the challenge to assess the relevance and the reliability of the information without any obstacles to citizens' making full use of their rights to freedom of expression and the right to information.

It is in this context that the need for Media and Information Literacy (MIL) must be viewed: it expands civic education, empowers citizens, and sees teachers as principal agents of change.

The Media and Information Literacy Curriculum for Teachers is pioneering for two reasons:

- It is forward looking, drawing on present trends toward the convergence of radio, television, Internet, newspapers, books, digital archives and libraries into one platform – thereby, for the first time, presenting MIL in a holistic manner.

- It is specially designed with teachers in mind and for integration into the formal teacher education system, thus launching a catalytic process which should reach and build capacities of millions of young people.

UNESCO has left no stone unturned in ensuring that a systematic and comprehensive approach be employed in the preparation of this MIL Curriculum for Teachers. The process included drafting, reviewing and validating by expert from a wide range of domains such as media, information, ICTs, education, and curriculum development.

The Curriculum is divided into two parts. Part 1 provides the *MIL Curriculum and Competency Framework*, giving an overview of the curriculum rationale, design and main themes. Part 2, *Core and Non-Core Modules*, presenting the main parts of the syllabus.

Preparation of this *MIL Curriculum for Teachers* represents one component of a comprehensive strategy to foster media and information literate societies, and to promote international cooperation. Other actions include the preparation of a *Global Framework on MIL Indicators*, setting up a *MIL University Network*, articulation of *Guidelines for Preparing National MIL Policies and Strategies* and establishment of an *International Clearinghouse on MIL* in cooperation with the United Nations Alliance of Civilizations.

Extracts from the foreword by Jānis Kārkliņš, Assistant Director-General for Communication and Information, UNESCO

BACKGROUND

Article 19 of the Universal Declaration of Human Rights states that:

> *Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.*

Media and information literacy (MIL) equips citizens with competencies needed to seek and enjoy the full benefits of this fundamental human right. The realization of this right is reinforced by the *Grünwald Declaration* (1982), which recognizes the need for political and educational systems to promote citizens' critical understanding of *'the phenomena of communication'* and their participation in media (new and old).

It is further reinforced by the *Alexandria Declaration* (2005), which places media and information literacy at the core of lifelong learning. It recognizes how MIL

> *empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion of all nations.*

HOW?

Media and other information providers such as libraries, archives and the Internet are widely recognized as essential tools for helping citizens to make informed decisions. They are also the means by which societies learn about themselves, maintain public discourses, and build a sense of community.

Given their geographical and cultural ubiquity, the news media assume a more pronounced place in this curriculum and competency framework than other media. As an institution, news media have special functions that they are expected to fulfil in democratic societies.

Media and other information providers can have a major impact on lifelong learning, and therefore citizens need a basic knowledge of their functions and how to assess them. The purpose of media and information literacy is to impart this knowledge to the users.

UNESCO STRATEGY

Enhancing MIL among students requires that teachers themselves become media and information literate. This initial focus on teachers is a key strategy to achieving a multiplier effect: from information-literate teachers to their students and eventually to society at large.

Media and Information Literate Teachers, empower
Media and Information Literate Students, create
Media and Information Literate Societies

WHAT IS MEDIA AND INFORMATION LITERACY?

The UNESCO MIL Curriculum combines two distinct areas – media literacy and information literacy – under one umbrella term: media and information literacy.

On the one hand, information literacy emphasizes the importance of access to information and the evaluation and ethical use of such information.

On the other hand, media literacy emphasizes the ability to understand media functions, evaluate how they are performed and to use them for self-expression. The MIL Curriculum incorporates both ideas.

Key Outcomes/Elements of Media and Information Literacy

Information Literacy

Define and articulate information needs	Locate and access information	Assess information	Organize information	Make ethical use of information	Communicate information	Use ICT skills for information processing

Media Literacy

Understand the role and functions of media in democratic societies	Understand the conditions under which media can fulfil their functions	Critically evaluate media content in the light of media functions	Engage with media for self-expression and democratic participation	Review skills (including ICTs) needed to produce user-generated content

UNESCO's use of the term MIL seeks to harmonize the different notions below:

- Media Literacy
- Information Literacy
- Freedom of Expression and Information Literacy
- Library Literacy
- News Literacy
- Computer Literacy
- Internet Literacy
- Digital Literacy
- Cinema Literacy
- Games Literacy
- Television Literacy
- Advertising Literacy

This UNESCO model MIL Curriculum and Competency framework for teachers is intended to provide teacher education systems in developed and developing countries with a framework to construct a programme for turning out teachers who are media and information literate.

UNESCO also envisions that educators will review the framework and take up the challenge of participating in the collective process of shaping and enriching the curriculum as a living document. For this reason, the curriculum focuses only on required core competencies and skills which can be seemlessly integrated into existing teacher education without putting too much of a strain on (already overloaded) teacher trainees.

MAIN GOALS of MIL

- to empower future citizens

- to impart basic skills necessary to critically evaluate information and media content

- to foster the development of knowledge societies and the promotion of free, independent and pluralistic media

PART 1: THE CURRICULUM FRAMEWORK FOR TEACHERS INCLUDES:

POLICY AND VISION

National policies will be necessary to ensure the systematic and progressive inclusion of MIL. This will require a broad discussion on the role of teachers in fostering media and information literate societies.

KNOWLEDGE AND UNDERSTANDING OF MEDIA AND INFORMATION FOR DEMO-CRATIC DISCOURSES AND SOCIAL PARTICIPATION

The objective of this broad thematic area is to develop a critical understanding of how media and information can enhance the ability of teachers, students and citizens in general to engage with media and use libraries, archives and other information providers as tools for freedom of expression, pluralism, intercultural dialogue and tolerance, and as contributors to democratic debate and good governance.

MIL and its Importance to Democracy and Good Governance

Democracy, development, and good governance

Media and other information providers

Media and information literate citizenship
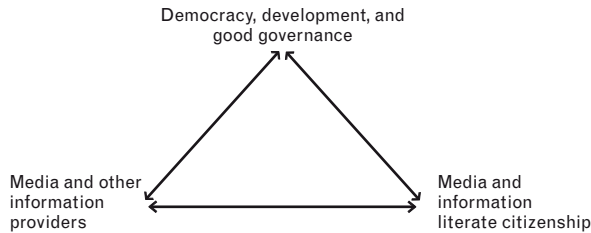
EVALUATION OF INFORMATION AND MEDIA CONTENT

The objective is to increase the capacity of teachers

- to evaluate sources and assess information
- to evaluate how students interpret media messages and information from a variety of sources

MEDIA AND INFORMATION PRODUCTION AND USE

Media production and use should foster a student-centred pedagogy that encourages investigation and reflective thinking. Learning by doing is an important aspect of knowledge acquisition in the 21st century.

User-generated content is becoming a dominant attraction for new and traditional media alike. Interaction with other users of social networking platforms is increasingly the most important reason why young people are accessing the Internet through various delivery platforms. This is not restricted to developed countries.

CORE TEACHER COMPETENCIES

The Core Teacher Competencies lists the skills that teachers are expected to acquire such as understanding the role of MIL in democracy, critical evaluation of sources, pedagogical skills and technical ability to access information and subject matter.

PEDAGOGIES IN THE TEACHING AND LEARNING OF MIL

The following pedagogical approaches underpin the strategies used throughout the modules in part 2:

1. Issue-enquiry Approach
2. Problem-based Learning (PBL)
3. Scientific Enquiry
4. Case Study
5. Cooperative Learning
6. Textual Analysis
7. Contextual Analysis
8. Translations
9. Simulations
10. Production

The following list of competencies, linked to the MIL curriculum modules, units and themes, highlights specific knowledge and skills that teachers should acquire as they work their way through the modules.

- Understanding the Role of Media and Information in Democracy
- Understanding Media Content and Its Uses
- Accessing Information Effectively and Efficiently
- Critically Evaluating Information and Information Sources
- Applying New and Traditional Media Formats
- Situating the Sociocultural Context of Media Content
- Promoting MIL Among Students and Managing Required Changes

PART 2: CORE MODULES

Each MODULE contains

- Background and Rationale,

- Three or four UNITS each consisting of:
  Key Topics,
  Learning Objectives,
  Pedagogical Approaches and Practises.

MODULE 1: CITIZENSHIP, FREEDOM OF EXPRESSION AND INFORMATION, ACCESS TO INFORMATION, DEMOCRATIC DISCOURSE AND LIFELONG LEARNING

Unit 1: Understanding Media and Information Literacy : An Orientation
Unit 2: MIL and Civic Participation

Unit 3: Interacting with Media and Other Information Providers such as Libraries, Archives and Internet

Unit 4: MIL, Teaching and Learning

MODULE 2: UNDERSTANDING THE NEWS, MEDIA AND INFORMATION ETHICS

Unit 1: Journalism and Society

Unit 2: Freedom, Ethics and Accountability

Unit 3: What Makes News – Exploring the Criteria

Unit 4: The News Development Process: Going Beyond the 5WS and 1H

MODULE 3: REPRESENTATION IN MEDIA AND INFORMATION

Unit 1: News Reporting and the Power of the Image

Unit 2: Industry Codes on Diversity and Representation

Unit 3: Television, Films, Book Publishing

Unit 4: Representation and Music Videos

MODULE 4: LANGUAGE IN MEDIA AND INFORMATION

Unit 1: Reading Media and Information Texts

Unit 2: The Medium and the Message; Print and Broadcast News

Unit 3: Film Genres and Storytelling

MODULE 5: ADVERTISING

Unit 1: Advertising, Revenue and Regulation

Unit 2: Public Service Announcements

Unit 3: Advertising: the Creative Process

Unit 4: Advertising and the Political Arena

MODULE 6: NEWS AND TRADITIONAL MEDIA

Unit 1: From Traditional Media to New Media Technologies

Unit 2: Uses of New Media Technologies in Society – Mass and Digital Communications

Unit 3: Uses of Interactive Multimedia Tools, Including Digital Games in Classrooms

MODULE 7: INTERNET OPPORTUNITIES AND CHALLENGES

Unit 1: Young People in the Virtual World

Unit 2: Challenges and Risks in the Virtual World

MODULE 8: INFORMATION LITERACY AND LIBRARY SKILLS

Unit 1: Concepts and Applications of Information Literacy

Unit 2: Learning Environments and Information Literacy

Unit 3: Digital Information Literacy

MODULE 9: COMMUNICATION; MIL AND LEARNING – A CAPSTONE MODEL

Unit 1: Communication, Teaching and Learning
Unit 2: Learning Theories and MIL
Unit 3: Managing Change to Foster an Enabling Environment for MIL
in Schools

NON-CORE MODULES

MODULE 10: AUDIENCE

MODULE 11: MEDIA, TECHNOLOGY AND THE GLOBAL VILLAGE

Unit 1: Media Ownership in Today's Global Village
Unit 2: Socio-cultural and political Dimensions of Globalized Media
Unit 3: Commoditization of Information
Unit 4: The Rise of Alternative Media

MODULE 3: Unit 5: Digital Editing and Computer Retouching

MODULE 4: Unit 4: Camera Shots and Angles – Conveying Meaning

MODULE 5: Unit 5: Transnational Advertising and 'Superbrands'

Handbook on
the Pedagogies of Media
and Information Literacies
An Overview

Suvi Tuominen, Sirkku Kotilainen & Anniina Lundvall

Media devices and the ways of using media are in constant change. In the 2010s media are defined by variety, networking, and globalization. Particularly in many metropolitan areas around the world, young people have grown up with Internet videos and digital games. The importance of media and peer groups has increased, and a greater part of growing up takes place outside the traditional learning environments around the world in relations with media (see, for example, Kotilainen & Suominen in this volume).

Young people's surroundings have changed through the possibility of constant online presence, which is enabled by information technologies. The need to promoting media and information literacies is essential, and today these modes of new literacies are almost universally recognized as being a part of the key competences in the educational system, especially by UNESCO and other organizations with international orientation (e.g. Frau-Meigs and Torrent 2009; Perez-Tornero & Varis 2010). Still, the main challenges seem to be local: How to help administrators and teachers understand the importance of promoting media and information literacies? How to encourage teachers to include pedagogies on media and information literacies as part of everyday practices at school?

Recognizing these challenges, the UNESCO Institute for Information Technologies in Education (http://iite.unesco.org/) together with the Finnish Society on Media Education (http://en.mediakasvatus.fi/node/5568) have produced *Pedagogies of Media and Information Literacies (2012)* as a pedagogic tool for promoting media and information literacies among youngsters aged 13-18 years. The full handbook can be downloaded in English at http://iite. unesco.org/publications/3214705/ and in Russian at http://iite.unesco.org/pics/ publications/ru/files/3214708.pdf.

The publication has been created as a follow-up to *Media and Information Literacy. Curriculum for Teachers* (Wilson et al. 2011) and *Media Literacy and New Humanism* (Perez-Tornero & Varis 2010). Moreover, the focus on youth arises from the authors' work for the Finnish National Board of Education, an online course for upper secondary education titled the *World of Media* (Tuominen & Kotilainen 2012/first published 2005).

Tutoring the Teacher in Classroom Practices

The focus in *Pedagogies of Media and Information Literacies* is on practical media pedagogies. Our starting points in producing the handbook were on student-centred pedagogies, youth cultures online and psychological viewpoints regarding child and youth development. The text is meant to act as a tutor for the teacher when reflecting on how media and information literacies can be taught and evaluated in school, with several examples. The handbook can also be used as a manual on media and information literacy, as well as a basis for teacher training.

The aim of *Pedagogies of Media and Information Literacies* is for teachers themselves to become media- and information-literate, and to encourage them to take up media education in the classroom. It provides teachers with basic knowledge on media and information literacy, and on how these skills can be taught. We hope that with the help of the handbook, teachers will be better equipped to educate young people to become independent and critical thinkers in constantly changing mediated cultures and societies.

Focusing on the pedagogies, the publication puts effort into teaching, exercises and evaluation. Moreover, it reflects the techno-pedagogic differences of teaching media and information literacies. Media and information literacy education, however, is no different from any other kind of education: basically, it is about encountering one's pupils. Therefore, functional methods based on active learning are presented in the publication (e.g. Kotilainen & Arnolds-Granlund 2010).

The main target group for *Pedagogies of Media and Information Literacies* is teachers, including those on the secondary level who are either in training or in service. The publication is also relevant to libraries, museums, NGOs, government officials and ministries, and other civic organizations.

Pick One Module or Take Them All

Pedagogies of Media and Information Literacies consists of five independent modules. The material can be used as it is, or by choosing the most relevant

modules. The modules do not have to be used in the given order, although the texts and exercises become more advanced module by module. It is advisable to apply one's cultural starting points to the material and especially to the classroom exercises.

The first module concentrates on defining the concept of media and information literacy, and contains information on how to evaluate media education in schools. The second module deals with young people as media audiences – how they use media in their everyday lives and what kind of effects media has on them. The viewpoint in the third module is on media technology development and media's effects on the society. The fourth module gives the teacher very practical tools for interpreting media presentations. The last module presents examples of co-operation, e.g. between schools and libraries.

Pedagogies of Media and Information Literacies includes informational texts, exercises for teachers, and exercises for the classroom. The classroom exercises are examples of useful exercises. Rather than forming a unified whole they can be used in a variety of classroom contexts, and are targeted at students aged 13 to 17 years. In the following, we will briefly present the contents of the modules.

Module 1: Understanding Media and Information Literacy

The inclusion of media and information literacy means that people must understand the functions of media and other information providers and seek, evaluate, use and create information to achieve their personal, social, occupational and educational goals. The combined media and information literacy forms a palette of skills, without which a 21st-century citizen would find it hard to understand the surrounding world. This and other related concepts are discussed in the first module of *Pedagogies of Media and Information Literacy*. Media- and information-literate people (e.g. Andretta 2005; Sconul 2011):

- understand media's influences and representations,
- make informed and independent decisions,
- learn about the world around them,
- build a sense of community,
- maintain public discourse,
- engage in lifelong learning,
- produce information,
- think critically,

- use media for self-expression and creativity,

- use media in a safe and responsive way, and

- Participate in democracy and the global information network

It is important that pupils get the chance to experience different roles in media production and agency. It is equally important, however, that a reflective aspect is added into these experimental media lessons – teaching the pupils to ask, 'What did I learn about media through this exercise?' Although media and information literacy education makes use of different media tools, at its heart lie educational goals and methods, and the interaction between teacher and pupil (e.g. Kotilainen & Arnolds-Granlund 2010).

Pedagogies of Media and Information Literacy suggests three levels of teaching media and information literacies: elementary, basic and advanced. These differ in several aspects, for example in technological learning environments, in students' media skills, in library resources and in teachers' knowledge concerning media and information literacies. These differences have been taken into account, for example, in planning exercises for the classroom. The three levels can be used as a tool as such, when, for example, planning local teacher education on media and information literacies.

The teaching of media and information literacy should be assessed regularly. *Pedagogies of Media and Information Literacy* presents one possible model for the evaluation of the quality and success of media education in schools.

Module 2: Young People as Global Media Audiences

Young people use media more actively than the older generations do. They send pictures straight from their mobile phones to social networking sites, comment on news items, and catch up with each other online. They have smaller audiences than the main news broadcast, but young people are nevertheless public agents. The laws regulating public broadcasting also cover the young people who upload pictures, videos and texts online.

In the traditional media it is adults' views that are overemphasized; online, it is easier for young people to be heard as well. Feeling that one is an active agent is a prerequisite for citizenship. It is only when children and young people analyse and produce different kinds of media content that they can they see themselves as an active force and act as citizens, also within media cultures. Young people's aspirations action and participation are an important part of growing up into citizenship. Well-informed citizens are better equipped to make decisions and to participate in society.

Many of the following traits are true about adults as well, but they are at their most typical among young people's media use (e.g. Kangas, Lundvall & Sintonen 2008):

- Young people are communication acrobats
- Young people use bite-size media
- Young people recommend media content to their friends.
- Young people use many media simultaneously.
- Young people always carry the media with them.

Although particularly the urban young have become accustomed to technology as an everyday phenomenon since childhood, they are the first generation to do this. Young people do not have inborn abilities to deal with and understand everything the Internet offers. Thus, it is not right that they are provided with the hardware and online access if no one is there to guide them in safe and appropriate use.

The second module finishes with authentic examples of young people's media diaries from around the world. These examples show how media uses are embedded in the everyday life of young people in different cultures.

Module 3: Media Cultures and Technologies

We live in a culture that uses various means of communication: speech as well as writing, printing, and electronic and digital media. The third module discusses the aspects of technological and media developments in human living environments. The cultural importance of media is on a constant increase in Western societies. Societies have become mediated: an increasing number of people's experiences take place through media rather than through individual experience.

The power of media is shown, for instance, in the fact that media influence our emotions, thoughts, values, actions and behaviour. Some of these influences are beneficial whereas others are not. It is best to take a critical point of view towards everything one sees, reads and experiences, because some of the information the media offer is incorrect or slanted.

Because media products are present in our daily lives, the viewpoints portrayed in them may begin to seem obvious, and thus begin to affect our thoughts and values. News claims to be objective in its portrayal of reality. Conversely, entertainment appeals to experiences of pleasure. In order to comprehend the influence of media on our own lives we need skills, and these skills need to be practised constantly.

Through digitalization and networking, the boundaries between different media are gradually disappearing. This kind of media convergence favours the concentration of communication businesses into larger units that produce, e.g., newspaper, online and mobile news. It is feared that this concentration of ownership is narrowing the supply of media, and that the companies are mainly interested in profit. A counter-argument states that the competition between the companies rather produces diversity in the media field.

At the same time, information and communication technologies have opened up opportunities for greater audience participation in information and knowledge sharing, and have encouraged people to actively engage in the democratic process. With the help of digital technology, citizens can spread their messages around the globe. The global nature of the growing engagement of young people with media is one of the reasons UNESCO has identified youth participation in media as a key strategy that needs to be strengthened on various levels – local, regional, national and international.

Module 4: How to Interpret Media

The fourth module focuses on interpreting and analysing several kinds of media texts. Media production has changed greatly; media content today is produced not only by educated journalists and other professionals, but also by media consumers. The interpretation of media has also become more complex; for example, on the Internet it is quite difficult to determine who has produced the content and with what purpose. Critical reading and analysing skills are indeed necessary.

Media content is always a result of choices made by reporters, authors, videographers, advertisers, publishers or, for example, filmmakers. When the perspective of a media story is being chosen and produced, this sometimes leads to stereotypical or oversimplified representations of people, for example related to age, gender or sexuality. Stereotypical representations may be done intentionally. Furthermore, sometimes the recipient might give the content a meaning which was not intended by the producer. This is because, while observing the media world, a reader or viewer is always tied to him/herself: one's own experiences, values and attitudes. By understanding the mechanics behind this process, it is possible to see beyond the surface – denotative meanings – and develop the skill to analyse connotations of the content and understand how media representations interact with our inner beliefs and experiences. By closely reading media texts, a consumer will learn to see how stories, plots and ways of influencing the reader are constructed, as well as to recognize mechanisms of publicity. Media texts can be dismantled into pieces by classifying, quantifying and qualifying the content according to shape or structure. The
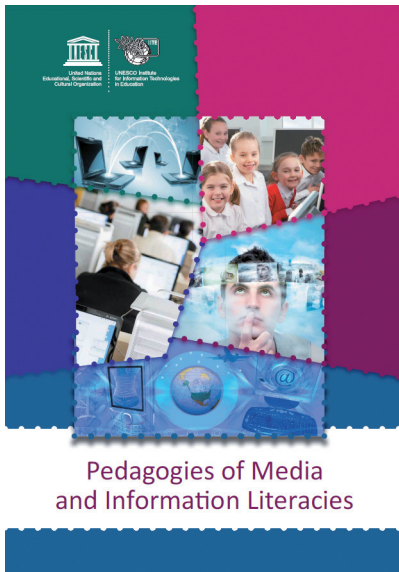
Pedagogies of Media and Information Literacies (2012) was produced by UNESCO Institute for Information Technologies in Education together with the Finnish Society on Media Education as a pedagogic tool for promoting media and information literacies among youngsters aged 13-18 years. The publication has been created as a follow-up to Media and Information Literacy. Curriculum for Teachers (Wilson et al. 2011) and Media Literacy and New Humanism (Perez-Tornero & Varis 2010).

best way to master analysing media content is by producing it oneself. Thinking about the choice of tools, practices, perspectives and structures makes it easier to pay attention to these factors when consuming media content produced by others.

Module 4 highlights different media content such as news, online texts, advertisements and content in film and TV from the perspective of critical analysis. The module points out how different media content is constructed with different methods. For example, even if news is considered a very reliable source of objective knowledge about the world, it represents a certain agenda and is produced by journalists who use a selection of tools to narrow the amount of information published in news media. Some issues and perspectives are considered more important, and therefore more newsworthy, than others. This is why some perspectives are left out of the public discussion. Although news journalism strives for objectivity, it is important to pay attention to how journalists choose which viewpoints are published and which are suppressed.

Instead of objective perspectives, the language and imagery of advertising prefers metaphors, and tries to convince the consumer to buy things and to believe in brands and goods by appealing to the intellect using reasons such as low price, or by appealing to the emotions using other reasons; for instance the pleasure of eating treats are embraced by providing certain selection of images, sound and seductive texts. Social marketing in online environments has widened the concept of advertising, and sometimes it is very hard to notice the marketing attempts when they are provided via friends and relatives.

The information which is published online needs a careful analysis before it is believed. While blogs, forums and discussion sites sometimes contain valuable information for the reader, user-generated content can be partial, biased or inaccurate. The problems of analysing online information are connected to the benefits of the Internet: publishing is effortless. A website made by a schoolchild can be mixed up with the official page of a professional. Unpolished language, inadequate arguments and other confusing content are warning signals of unreliable website. However, the reliability of online content is not always related to the beautiful graphic design and the use of correct language, because some of the hoax websites can look very convincing.

The analysis of film, television programmes and music videos consists of different levels of analysis. Aesthetic analysis, societal analysis and analysis of narration can be used to understand the content profoundly. Even if the programme is a documentary and reflects real life, like reality TV shows, it requires a certain amount of aesthetic and societal decision making and while the show is trying to make an impression of not having any formal sets, most of the sequences, even lines are often written in beforehand.

Module 5: Cooperation and Sharing Ideas

The fifth module concentrates on collaboration work between school and libraries and between school and youth organizations in pedagogic practices on media and information literacies. The goal of the fifth module is to encourage cooperation. The case examples in the module are from Finland and they base on the Finnish school culture and structures.

At its best, media education is based on cooperation. Media are present in many walks of life; thus schools should also handle media from different perspectives and within different subjects. Ideally, all subjects would collaborate with each other.

Partners can be found also outside the school walls. Youth workers and librarians are often active media educators, and are more than willing to cooperate with schools. Youth centres and libraries may provide better resources for media education, which makes co-operation useful for schools. Other viable partners can include local child welfare organizations, media professionals, or museums. The module provides examples of collaborative projects with youth work and libraries.

Media education at schools can be realized through different kinds of informal clubs. Pupils can work as assistants within these clubs; because young people share a common media culture, older pupils are credible guides in media matters in the eyes of the younger ones. A teacher does not necessarily understand the nuances of young people's media cultures in the same way

other young people do. The fifth module illustrates how young people can work as assistants in schools' media clubs.

Looking Forward

For decades, UNESCO has striven to develop foundations for the teaching of media literacy. In its recommendations, UNESCO states that the links between media literacy, cultural diversity and human rights should be reinforced. Therefore, one should develop and define the basics of media skills, media pedagogies and their evaluation. *Pedagogies of Media and Information Literacies* is part of the work towards this goal. For further development, we authors welcome all feedback, local experiences and new collaborative openings in the fields of practical pedagogies and research! You can send us feedback at mediakasvatus@mediakasvatus.fi.

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Media and Information Literacy

Fostering Intercultural Dialogue and Sustainable Development

Jordi Torrent

> *I don't think any of us can do much about the rapid growth of new technology. However, it is possible for us to learn how to control our own uses of technology. The "forum" that I think is best suited for this is our educational system. If students get a sound education in the history, social effects and psychological biases of technology, they may grow to be adults who use technology rather than be used by it.*

Neil Postman[1]

Media Literacy (ML) has become an accepted concept around the world; although it is not always understood within the same exact framework, it is nevertheless for the most part an acknowledged term of reference in formal (and informal) educational and life-long learning settings. Other "literacies" have sprung up over the past decades, such as "news literacy", "digital literacy", "information literacy", "21st century literacy", "Internet literacy", "cultural literacy", etc. These different forms of literacy are often confusing to many as well as overlapping, prompting UNESCO to propose aggregating all of them under the same roof and calling this field of practice and research "media and information literacy" (MIL). There are other areas of media education that perhaps do not fit comfortably in the proposed conceptual MIL framework, such as "media ecology", or what in Latin-American countries is known as "educommunication". But overall we believe that, as a concept, MIL is wide enough to integrate all of the pedagogical practices (and socio-anthropological studies) that aim at betterment of the world through enhanced media (education, but also production and distribution) environments.[2]

At the United Nations Alliance of Civilizations (UNAOC), we encourage aggregation of efforts, thus avoiding replication of relevant initiatives or competing with already existing successful projects. The UNAOC is particularly interested in focusing on concrete results – in practical, tangible outputs. More than a "think tank", the UNAOC is a "do engine". With this spirit in mind,

we support UNESCO's efforts and have partnered with them in a joint commitment to developing better media and information literate societies across the world. The UNAOC aims at facilitating better understanding between individuals and communities of different cultural and religious backgrounds, encouraging cross-cultural, inter-religious, and intra-religious dialogue and cooperation, and at counterbalancing the forces that instigate and motivate polarization, often resulting in violent confrontation. From the start of its operations, the UNAOC identified MIL initiatives as platforms that could foster better intercultural understanding[3], thus facilitating the unmasking of deeply rooted societal stereotypes that are applied to others and represented as "natural" and unquestionable (and unquestioned) in media messages.

I Communicate, therefore I Exist

Our society has moved from a Cartesian[4] environment (which set the stage for the argument: "I think, therefore I am") to a culture of participation (emerging from the Internet and social media: I communicate, therefore I exist). One of the challenges of this transformation of the human psyche is that we have yet to clearly formulate the ethical framework of this new paradigm. MIL education is a proposal aimed at readjusting educational systems based and organized around 19th century technologies and societies, and at creating instead new pedagogical platforms (formal and informal) that are better aligned to 21st century cultural eco-systems. In fact this need for readjustment is felt across all our societies and not only in education, as Alfred Korzybski already pointed out in 1921: "At present I am chiefly concerned to drive home the fact that it is the great disparity between the rapid progress of the natural and technological sciences on the one hand and the slow progress of the metaphysical, so called social 'sciences', on the other hand, that sooner or later so disturbs the equilibrium of human affairs as to result periodically in those cataclysms which we call insurrections, revolutions and wars."[5]

What MIL proposes is in fact a new educational project: a much wider landscape, quite complex in content, rich in colorations, aware of differences, pointing to our similarities, and embracing the richness of the cross-cultural diversity of contemporary societies. As the UNESCO's World Report: Investing in Cultural Diversity and Intercultural Dialogue points out, "Media literacy can foster critical capacities and promote multiple perspectives, thus protecting vulnerable cultures from what some experts have called the 'colonization of minds', such as when modes of consumption and ways of living from the 'centre' are uncritically adopted by communities or cultures in the 'periphery'."[6] MIL is intercultural at its core, promoting the acceptance, and identifying the

cultural promises, of the "trans-identity" of many contemporary individuals – a trend that will continue growing and that is explained in detail by Amin Maalouf in his book "In the Name of Identity: Violence and the Need to Belong"[7].

Intercultural Dialogue

At the UNAOC, we understand intercultural dialogue as another fundamental basis building a harmonious global sustainable community of communities. As important as clean water, clear air, renewable energies, etc., certainly are, we will not be able to build a more peaceful and harmonious future if we do not manage to create better cultural and religious understanding between peoples from different cultural and religious backgrounds. Contemporary economies are global and so are contemporary societies, thus discovering how to be local and global at the same time is a major challenge to our communities. The ecology movement said "Think globally, act locally"[8]. Perhaps in the MIL movement we will also need to come up with a simple motto to make our voices clear as well as heard – to clearly announce that MIL education is in fact part of the solution to finding sustainable modes of development suited to the current trends found in human societies.

An individual literate in MIL will easily distinguish the (programmed) tree from the (digital media) forest. A video uploaded on the Internet by an individual does not represent the opinion of a whole society; a hundred individuals caught on camera yelling loudly and shown in a newscast by our local television station do not represent the voice of a whole country. A website claiming to voice the opinion of a whole group, religion, or country should be examined on the basis of what it is, not on what it claims to be. There are websites that claim to tell the truth about Martin Luther King, although if one looks closer and follows the links, one discovers that these sites have been built by white supremacist groups. A MIL literate individual has the tools need to develop new ethics, new modes of participation in society and new ways of being an active citizen. She/he will be pro-active in the new public square: the social media platforms. Ultimately, the MIL literate person will learn to program, and non-MIL literate individuals will run the risk of themselves being 'programmed.'[9]

The UNAOC recognizes the step forward that MIL represents toward a more peaceful world. For this reason, UNAOC supports MIL development and has encouraged, from its early stages, the development of a global chair, within UNESCO's UNITWIN system, of a network of universities that focuses on MIL as a platform for intercultural dialogue. We are looking forward to seeing this global chair grow to its full potential, from educator-student exchanges within

the networked universities, to a push for implementation of MIL curricula at universities training future educators and inclusion of MIL programs in schools around the world. As a "do engine," the UNAOC would like to see this network become a "mover and shaker" in the field of education, supporting MIL education (formal and informal) programs internationally, in contexts ranging from kindergarten to senior home care centers.

Concrete Outcomes

In addition to the expected concrete outcomes that the UNAOC looks forward to from the *UNESCO-UNAOC MILID on Media and Information Literacy and Intercultural Dialogue*[10], there are several other concrete MIL initiatives being developed by the UNAOC that I would like to briefly mention here.

Media production by young people is an integral part of MIL, in the same way as writing is part of the traditional understanding of literacy. Encouraging youth to produce their own media messages <u>and</u> supporting the distribution of these messages is part of the overall framework of MIL. Toward that goal, the UNAOC partnered with the International Organization for Migration (IOM) and created PLURAL+, a youth video festival focusing on the themes of migration, diversity and social inclusion[11]. Launched in 2009, PLURAL+ aims at encouraging young people (up to 25 years of age) to produce short videos (up to 5 minutes in length) that reflect their opinions, their emotions, and their visions and that address the key challenges of their communities in relation to migration, diversity and social inclusion. PLURAL+ recognizes youth as powerful agents of social change in a world often characterized by intolerance and cultural and religious divisions, and it supports the global and multi-media distribution of these videos. In a collaboration involving over twenty-five international partners, PLURAL+ brings these media messages created by youth to all corners of the world, from Cuba to India, from Spain to Chile, from Canada to Japan. PLURAL+ encourages young people to reflect on their communities and to produce media content in a concrete social context. In addition, PLURAL+ is now developing discussion guides (in Arabic, English, French and Spanish) for each video, thus facilitating group discussion of the themes addressed by PLURAL+ in formal and informal educational settings.

In 2008, the UNAOC launched a Media Literacy Clearinghouse, a web-based global repository of information relevant to media education and youth media organizations, resources and policy. In 2012, the UNAOC joined forces with UNESCO and expanded the existing clearinghouse to create the MIL Clearinghouse, which now also hosts the multimedia, multi-language, interactive, web-based version of UNESCO's *Media and Information Literacy Curriculum for Teachers.* The MIL clearinghouse is a participatory platform, open to user-

generated content; it has had over 360,000 unique visitors since it was first launched and has become a unique global platform for outreach and sharing of MIL-relevant content. Please visit the site, register and share your information. Please participate![12]

In 2009, in collaboration with Spain's Grupo Comunicar and UNESCO, the UNAOC published the book *Mapping Media Education Policies in the World: Visions, Programmes and Challenges*. Edited by Divina Frau-Meigs and Jordi Torrent, the book represents a first effort to generate a global landscape relevant to media education, from a very wide perspective. A second volume, including new countries, updated regional reports and individual initiatives not acknowledged in the first volume, is currently under consideration. The first volume can be downloaded in English, Japanese and Spanish from the UNAOC-UNESCO MIL Clearinghouse.[13]

Also relevant to MIL is the educational potential found in new media platforms such as apps and mobile games. In this area the UNAOC, in partnership with Learning Games Network and MIT, has launched a new initiative: createUNAOC. Apps and mobile game developers from around the world have been invited to send their proposals for apps/games that raise awareness and enable new opportunities for intercultural dialogue. Over one hundred proposals arrived before the deadline (9 December 2012), five winners will be selected and presented at the 5th UNAOC Forum (Vienna, Austria, 27-28 February 2013). Outreach and global distribution will be supported by createUNAOC organizational partners as well as by its network of outreach partners. For more information and updates, please visit createUNAOC's website.[14]

I would like to conclude this text by calling attention to another MIL-related initiative that the UNAOC is implementing. Linked to "news literacy" as well as to providing multi-layered and accurate information broadcasted in traditional media channels is the UNAOC's *Global Experts* initiative. Global Experts is a free online resource presenting opinion leaders who provide their own quick reactions to and accurate analyses of complex political, social and religious issues and crises for journalists worldwide. Global Experts supports the work of journalists, editors and producers, particularly but not exclusively in times of cross-cultural crises. It encourages a broad diversity of experts and opinion leaders to share their perspectives on issues that go to the core of relations among diverse communities, broadening the choice of available commentary. Again, as a "do engine", the UNAOC aims at providing concrete platforms to enhance and widen the analysis of current socio-political affairs, Global Experts being one example of these initiatives. Please visit the site and participate.[15]

Culture of Peace

I hope that these brief descriptions of some of UNAOC's MIL initiatives give readers a sense of UNAOC's commitment to MIL and the relevance UNAOC sees in MIL. We invite you to visit the websites mentioned and to get engaged and participate by supporting MIL initiatives in your own neighborhood, school or university, and community. MIL is a platform for the development of a Culture of Peace, and we would like to see you play an active role in this enterprise.

Notes

1   During an interview on a *PBS Newshour* broadcast, 1996.
2   The first time I encountered the concept of Media Literacy – around 1993 – was at Teachers College, Columbia University, during a presentation by the late George Gerbner and Renee Hobbs. Gerbner identified himself as a "cultural environmentalist", pointing at the mass media as the main promoter of a world under the control of the military-industrial complex that permeates all aspects of our societies. He understood media literacy as a form of activist creative resistance aiming at other models of society – disengaging from conspicuous consumerism and facilitating critical thinking, free speech and truly informed participation in open democracies.
3   *UNAOC High Level Group Report*, 2006
4   For a funky cultural artifact on Rene Descartes, see: *Three Minute Philosophy: Rene Descartes*, http://www.youtube.com/watch?v=BHihkRwisbE
5   "*Manhood of Humanity: The Science and Art of Human Engineering*", 1921
6   *UNESCO World Report: Investing in Cultural Diversity and Intercultural Dialogue*, 2009
7   English translation of "*Les Identités meurtrières*", 1998
8   See http://en.wikipedia.org/wiki/Think_globally,_act_locally
9   Douglas Rushkoff "*Program or Be Programmed: Ten Commandments for a Digital Age*", 2011
10   The origin of which is the outcome of the First UNAOC Forum, Madrid, Spain, January 2008. In Madrid several universities approached the UNAOC asking for support for the creation of a chair in Media Literacy; the universities requested that instead of being linked to an individual university, the proposed chair be "itinerant", such that several universities could participate actively in it at the same time. The UNAOC contacted UNESCO and started to work with them toward the creation of such a "global chair"; UNITWIN is the result of this work.
11   PLURAL+: www.unaoc.org/pluralplus
12   Please see the UNAOC-UNESCO MIL Clearinghouse at http://milunesco.unaoc.org
13   MIL clearinghouse: http://milunesco.unaoc.org
14   createUNAOC: www.unaoc.org/create
15   Global Experts: www.theglobalexperts.org

Media and Information Literacy

A Worldwide Selection

Media Literacy Policy
in European Union

A New Horizon

José Manuel Pérez Tornero & Mireia Pi

The **recognition of media literacy** in the *European Audiovisual Services Directive* (Art. 37) and the consequent development of the media literacy indicators –applied to all people, even youths and children ‑ is a result of a long process in which organizations such as UNESCO[1] and the European Commission (EC) have played an important role, and not only in the development of the public dimension of media literacy but also in the acceptance of the importance of media education in the political agenda.

This article briefly describes the long road that has been needed for Media Literacy to be addressed within the European Union's Public Policy. To do this we draw on the documents by the European Union and UNESCO related to Media Literacy, Media Education and, recently, Media and Information Literacy. These play a key role in understanding the process.

The journey we show might seem to constitute a systematic continuity with an indisputable internal consistency. But this is simply a result of the appearance perspective adopted in this article. Actually, if we could examine the academic and intellectual movement policies and practices that have surrounded media literacy in Europe (Potter, J. W.:2004; Rivoltella, P. C.: 2005; Buckingham, D.: 2007; Marsh, J. and others: 2005; Fedorov, A. 2007; Celot P. y Pérez Tornero J. M.: 2008; Pérez Tornero, J. M.: 2008; Bazalguette,C.: 2008) it is most likely that we would see all the uncertainties, interrupted progress,setbacks and insecurities typical of a movement that has taken a long time to recognize itself and to be recognized.

Still, the point of view chosen – the continuity of European policy and European legislation in this field – has the virtue of providing a suitable framework for the development of specific policies and action. It is also useful to try to imagine the future development of Media and Information Literacy policy in Europe.

The UNESCO International Congress on Media Education, which took place in Germany in 1982, issued the ***Grünwald Declaration on Media Education***[2],

which was ratified by the 19 participating countries and became the benchmark for why media education should be a central topic in the public debate. The *Grünwald Declaration* was probably the first international document to claim the need for educational and political systems to promote a critical understanding and awareness by citizens regarding media.

The rapid technological development in the late 90s caused the congress organized by **UNESCO in Vienna**, titled ***Educating for the media and the digital age***[3], seventeen years after the *Grünwald Declaration*, to establish: "Media Education is part of the basic entitlement of every citizen, in every country in the world, to freedom of expression and the right to information and is instrumental in building and sustaining democracy…". In 2002, UNESCO held the ***Youth Media Education Seminar*** in **Seville**[4], which reaffirmed the creative and critical component of media literacy, highlighting that media education should be included in both formal and informal education in order to promote both an individual and a community level.

The European Parliament (EP) and European Commission (EC) have also played an important active role in the progress of media literacy in Europe, developing this concept to include the protection and promotion of human rights, mainly the protection of minors.

The permanent **Safer Internet Programme**[5] was created in 1999 to empower parents, teachers and children with Internet safety tools. However, it also covers other media. Its objectives include "fighting illegal and harmful content and conduct online", especially those aimed at youngsters. At the Lisbon European Council[6] (March 2000), the European Union (EU) acknowledged that "the E. U. is confronted with a quantum leap stemming from globalisation and the new knowledge-driven economy". Later, the multi-annual eLearning Programme 2004-2006[7] established as one of its priorities "to counteract the digital divide". Its action plan sets out the following steps: "a) Understanding digital literacy; b) Identification and dissemination of good practices".

Additionally, from 2000 to 2008 the EC launched several initiatives to promote digital literacy among the EU Member States and established a set of studies and indicators to measure their progress. During this period, a high-level expert group advised the development of these actions. Some studies were carried out and, gradually, the outcomes were reflected in a change to the Commission's strategy from "promoting digital literacy"[8]. At this moment the important were not merely to promote access to digital tools but the most important were foster public policies on media literacy with the support of all actors in the field[9].

Promoting Digital Literacy

The EC requested the implementation of a new course of action: promoting digital literacy within the *eLearning Programme*. In order to do this, the Commission ordered a study "to identify and to analyse a limited number of successful and innovative experiences for promoting digital and media literacy and identifying strengths and weaknesses…". The resulting report ***Promoting digital literacy***, carried out by the Autonomous University of Barcelona (UAB), focuses on two aspects: the identification and analysis of a limited number of successful and innovative experiences that have helped promote digital and media literacy, and the strengths and weaknesses of these experiences; and, the drawing up of recommendations for the implementation of the *Promoting digital literacy course of action*.

After identifying a) unaddressed groups and gaps in practice and b) methodology and promotion of digital literacy, and in order to implement these strategies for development, the study recommends adapting to the different learning contexts and needs of the different publics, with a view to reducing the digital divide that exists in Europe. This puts us before a new concept of media literacy whose characteristics are broken down into a literacy that is **not only digital or technical**, but also **cultural**, **comprehensive** and **complex**, **linked to the citizens**, and **humanistic**[10].

Digital Literacy High-Level Experts Group

As part of the *2010 e-Inclusion initiative*[11], the EC set up a Digital Literacy High-Level Experts Group to provide expertise and guidance on digital literacy policies in preparation of the Commission Communication on *e-Inclusion*. The experts – researchers, academics and representatives of stakeholders and industry – were invited to comment on the findings of the digital literacy review the Commission had conducted as part of its commitments from the *Riga Declaration* of 2006[12]:

The experts offered some recommendations for digital literacy policies:

- **Put into context**: Embed initiatives in local socio-economic contexts.

- **Support awareness campaigns** (particularly for disadvantaged groups).

- **Use formal and informal learning** (and platforms); lean on intermediaries for motivation, and enable groups and individuals to generate content.

- **Support the development of content** and services for marginalized users.

- Focus on the development of **users' critical, cultural and creative skills**.

- Develop and use **evaluation** and **impact assessment** frameworks.

- Propose strategies that will encourage **synergies and partnerships amongst public authorities, civic society and industry**; engage the private sector. (VARIS, 2009)[13]

During the *e-inclusion Ministerial Conference & Expo* (Vienna, 2008), Directorate General Information Society and Media presented the outcome of the digital literacy review carried out by the EC, as well as the aforementioned recommendations. The main conclusions were that "Digital literacy remains a major challenge and more efforts need to be dedicated to supporting disadvantaged groups, in particular those over 55 (and) secondary digital divides may be emerging in relation to quality of use and more needs to be done to increase the levels of confidence and trust in online transactions and the use of ICT for lifelong learning for all."[14]

At the legislative level, in 2006 the Council of Europe also developed the *Recommendation on Empowering Children in the New Information and Communications Environment[15]*, adopted by the Committee of Ministers at the 974th meeting of the Ministers' Deputies. The recommendation calls on EU Member States to familiarize children with the new ICT environment[16]. A new *Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning[17]* identified the abilities that should be developed: **digital competence** (enables the critical use of technology), **social and civic competence** (gives individuals the tools to play an active and democratic role in society), **critical awareness** and **creative competence** (enables individuals to assess the creative expression of ideas and emotions spread by the media). The same year, the European Parliament issued the *Recommendation 2006/952/EC of the European Parliament and of the Council of 20 December 2006 on the protection of minors and human dignity[18]*, emphasizing **the need for teacher training in the matter of media literacy**, as well as **the inclusion of media literacy in the curriculum** in order to protect children and at the same time promote responsible attitudes by all users.

In parallel, the EC set up the EU Media Literacy Expert Group***[19]**,* including experts with different backgrounds reflecting both the role of media industry in media literacy and academic research to analyse and define media literacy objectives and trends in order to highlight and promote best practices at the European level and propose actions to take to promote media literacy. The group meets three times a year, and the first meeting was held on 30 March 2006.

Based on the findings of the Media Literacy Experts Group the EC launched a Public Consultation[20], a questionnaire seeking the public's views on media literacy in relation to digital technologies, and information about initiatives in commercial communications as well as cinema and the online world.

The replies to this questionnaire showed that spreading regional and national good practices in media literacy is the correct way to speed up progress in this

field. "It also emerged that criteria or standards for assessing media literacy are lacking and that good practices are not available for all aspects of media literacy. Accordingly, the Commission sees an urgent need for larger-scale, **longer-term research** into developing both new assessment criteria and new good practices."[21]

In the second half of 2007, the study titled ***Current trends and approaches to media literacy in Europe***[22] was commissioned by and carried out for the EC by the UAB. The study maps current practices in implementing media literacy in Europe, confirms the results of the aforementioned consultation, and recommends measures to be implemented in Europe to increase the level of media literacy It also outlines the possible economic and social impact of an EU intervention in this field.

The trends identified by this study are: a general **media convergence**; a growing **concern for the protection of users, mainly children**; the **critical awareness of citizens**; the **growing presence of media literacy in curricula**; a more attentive and responsive media industry; the **active participation of civil associations**; as well as the participation of European institutions and the emergence of regulatory authorities.

As regards the difficulties media literacy faces, the study mentions the **lack of a shared vision of goals, concepts, methods, research and assessments**; the **cultural barriers that prevent innovations** in some regions; and **the lack of coordination among the parties** involved, on both a national and a European level. In response, the study proposes recommendations covering all these areas: **promoting the technology-innovation relationship**; **stimulating creativity** through media literacy; public **campaigns to encourage awareness**; **boosting research** on media literacy; setting up **regulatory authorities** able to promote media literacy; developing **quality standards and indicators** in relation to media use and content that promote media literacy awareness; and establishing **public policies that ensure that all citizens participate in the benefits and responsibilities** of the Information Society.

Another significant European initiative is the *MEDIA Programme 2007*[23], which stresses the importance of media literacy and particularly film education initiatives, especially those organized by festivals (in cooperation with schools) for young people.

On December 20, 2007, the EC presented Parliament with the Communication *A European approach to media literacy in the digital environment*[24], which builds on the results of the work of the Media Literacy Expert Group on the findings of the public consultation, and on the experience of the Commission's previous and current media literacy-related initiatives. This Communication established the most precise concept of media literacy concerning the main aspects the EC and Member States should cover in regard to media literacy.

A year later on December 16, 2008, the European Parliament adopted – by 583 to 23 votes with 4 abstentions – the resolution[25] on the report *Media literacy in a digital world*[26], which had been tabled (November 24) for consideration in plenary by Christa Prets on behalf of the Committee on Culture and Education, demanding that EU Member States pay systematic attention to the development of media literacy:

The European Parliament welcomed the Commission's communication COM (2007)0833 on the same issue. However, it believes that "there is room for improvement to the extent that the European approach intended to foster media literacy needs to be more clear cut, especially as regards the inclusion of traditional media and recognition of the importance of media education" and urges the EC to establish a systematic policy and request the regulatory authorities for audiovisual and electronic communication to cooperate for improving of media literacy. This Communication also recognizes the need to develop codes of conduct, and calls on the Commission to develop **media literacy indicators** with a view to fostering media literacy in the EU; it also urges it to expand its policies to promote media literacy, working with local, regional and national authorities, and to intensify cooperation with UNESCO and the Council of Europe.

Finally, the Parliament urged the EC to develop an **action plan on media literacy** and organize a meeting with the committee on Audio-Visual Media Service to facilitate information exchange and cooperation on a regular basis.

European Audiovisual Media Services Directive

These efforts to make digital and media literacy a key element of the development of the Information Society in Europe concluded in the enactment of the *European Audiovisual Media Services Directive* (AVMSD),[27] incorporated into legislation in December 2009 in all Member States of the EU, introducing the need to promote media literacy for the first time in regulations concerning the media system.

The AVMSD will become one of the main instruments of the policy on media in Europe due to Article 37, which institutionalizes media literacy as one of the measures to be boosted. The Directive thus makes media literacy a vital element of European audiovisual regulation and provides a definition of media literacy that is not as detailed as previous definitions but that resumes the key elements that: "It includes the skills, knowledge and understanding that allow consumers to use the media effectively and safely".

However, the Directive has shown to be innovative, stressing in its text **the public's creative and critical abilities with regard to the media**, focusing on **informed choice** and the use of **new technological opportunities**. It highlights that the media-literate person is not a passive consumer of programmes

but rather someone who selects what he/she wishes to consume by means of an informed choice. The Directive also stresses the **protective role of media literacy**.

In addition, the AVMSD urges Member States to "promote the development of media literacy in all sectors of society and monitor its progress closely", thus strengthening the idea that media literacy is the responsibility not only of formal education but also of the media industry, professionals, regulatory authorities and families, among others. Finally, the Directive stresses the creative and critical capacities of citizens before the media. Among other things, it highlights:

- The change of focus on media literacy **from protection to promotion**, with the aim of empowering and involving citizens;

- The change of perspective **from the mass media to new technologies and digital media**;

- The **increasing awareness of citizens**, about the role that play the he media industry in our society;

- The increased **presence of media literacy in the teaching curriculum**; and

- The participation and promotion of **media literacy in the agenda of Independent Authority that regulates the media sector**.

In any case, the central point of this Directive is the proposal to measure media literacy competences using new media literacy indicators. To meet this objective, the EC commissioned a study to develop a European consortium led by EAVI: the *Study on Assessment Criteria for Medial Literacy Levels*. José Manuel Pérez Tornero was the scientific director of this study. After this study, EAVI and Dannish Technological Institute tried to test and to refine these indicators but with a not complete success[28]

The first study proposes **a new framework** in order to find criteria for the assessment of media literacy levels. The starting point of the framework is the concept of media literacy developed by international organizations like UNESCO and the EU, with emphasis on the themes that emerged from the latest communications and recommendations of the EC (*Communication on Media Literacy, EC1, Report on Media Literacy in a Digital World*). Thus, the study accepts the definition adopted by the Commission for Media Literacy: "Media Literacy may be defined as the ability to access, analyse and evaluate the power of images, sounds and messages which we are now being confronted with on a daily basis and are an important part of our contemporary culture, as well as to communicate competently in media available on a personal basis. Media Literacy relates to all media, including television and film, radio and recorded music, print media, the Internet and other new digital communication technologies."

Conceptual Map

Using the EC definition as a basis, the study integrates different concepts of media literacy in a systemic way to explicitly highlight the skills for media literacy that should be acquired and measured, where possible, at both individual and country levels.

Media literacy is a complex phenomenon that is observable but mainly not directly quantifiable. It is for this reason that a conceptual map has been compiled and synthesized. The criteria of individual skills and key environmental factors that enable a clearer understanding of media literacy have been further elaborated in this conceptual map.

The media literacy criteria presented here have been converted into social indicators to provide a multi-layered instrument, with different indicators pulled together to form an overall picture and matrix of a population's media literacy.

The study distinguishes between two fundamental dimensions:

- **Individual competences**
  A personal, individual ability to exercise certain skills (access, use, analyse, understanding and creativity). These skills are found within a broader set of abilities that allow for increasing levels of awareness about media context; the capacity for critical analysis; a creative, problem-solving capacity; and the ability to create and communicate content while participating in public sphere.

- **Environmental factors**
  These are a set of contextual factors that affect individuals and relate to media education, media policy, cultural environment, citizens' rights, the roles the media industry and civil society play, etc.

  The conceptual map enables the further elaboration of media literacy criteria as well as the key environmental factors that hamper or facilitate the development of media literacy in the EU countries.

Table 1. Framework: Basic Criteria for Assessing Media Literacy Levels

Dimensions	Criteria	Objectives
Individual Competences	• Use skills (technical) • Critical Understand, competences • Communicative Abilities MEDIA AVAILABILITY Supply of media	• To increase awareness about how media messages influence perceptions, popular culture and personal choices; • To provide the skill for critical analysis; • To provide the creative skill to solve problems; • To develop the capacity of production; • To consolidate communicative rights; • To develop intercultural dialogue; • To consolidate democracy, and • To develop active and participatory citizenship. (Amongst others)
Environmental Factors	MEDIA LITERACY CONTEXT Media Education as a process to develop media literacy capacities Media literacy policies and regulatory authorities Media industry role and activity in relation to media literacy Civil society role and activity in relation to media literacy	

Individual Competencies and Environmental Factors

Thus, the study has delineated two elements that contribute to media literacy: one based on an individual's abilities, and the other on contextual and environmental factors. It then breaks these down further into four competencies, measured by 'indicators': on the one hand a) **Use**, b) **Critical Understanding** and c) **Communicative Abilities**; and on the other, the **Key Environmental Factors** that help or hinder them. Within this there is a further set of variables relating to the level of development of these skills, and this in turn is applied via a statistically validated instrument to assess a Member State's media literacy levels.

The environmental factors include a) the **economic wealth of a country**, b) the **affluence of its citizens**, c) the **legislative and regulatory structures** that support the digital media and their advancement and, crucially, d) the **governmental support** afforded to them in terms of educational policy, subsidies, etc. Media literacy does not exist in a bubble, but is instead affected by a variety of dynamic factors and facilitates interdependent skills and competences to allow individuals the fullest participation in the new digital world.

Individual competences are understood as any individual skill – the capacity to operate – developed along the three dimensions of doing: a) operative ability (practical use), b) knowing critically (or cognitive competence), and c) the objective that the skill set should meet: in this case, communication, social relationships, participation (in the public sphere) and creation.

Within the **individual skills** relating to media literacy, the following components *have been identified:*

- *Use Skills (Technical):* Skills related to media use. The Use component is centred on the relationship between the individual and the media (as a platform); it is in this sense that the study refers to it as a technical dimension. These are the instrumental and operative abilities required to access and effectively use media communication tools. They specifically refer to a set of devices and tools available in a certain context or environment: access and use.

- *Critical Understanding Competences:* Aspects related to the critical comprehension and evaluation of content and media (Potter, J.:2004; Stolbnikova, E.: 2006). The Understanding component is centred on the relationship between individual and content (information – attribute of the message; or comprehension – attribute of the individual), that is, a cognitive dimension.

- *Communicative Abilities:* Communicative and participative abilities are partly related to technical and cognitive abilities. They may be appropriate in different fields, such as social relations, creation and production of content and civic and social participation, which involve personal responsibility. These abilities allow for processes ranging from simple contact to the creation of complex cooperation and collaboration strategies that use media tools as their base. The main fields of application of both the communicative and participative skills are the following:

  – *Social relations*: These relate to the capacity of being in contact with others, cooperating with them and establishing different kinds of networks and communities.

  – *Citizen participation*: These refer to citizen participation in public life (engagement in e-government institutions as well as the civic field).

  – *Content creation*: These are related to the individual and collective capacity to create new media content and produce media text. The abilities used to create and produce allow the implementation and manifestation of a meaning or understanding of information through media messages and texts.

The environmental factors hamper or facilitate the establishment of media literacy in a country, rather than the individual skills required for media literacy. This paper identifies two main environmental factors:

- *Media availability*: Its supply and accessibility in a given context. Here, the types of media selected are Mobile phone, Internet, Television, Radio, Newspaper and Cinema.

- *Media literacy context*: The actions carried out in a systematic way by social actors and institutions. This category contains Media Education, in both general education and lifelong learning;   Media Literacy policy related to legal obligations, regulations, actions, etc.; Media Industry actions related to media literacy; Campaigns, User's Participation Organizations, etc; and Civic Society Actions related to media literacy such as associations, communities, initiatives, etc.

It may be expected that, if these environmental factors are favourable and are considered important in terms of policy, media literacy levels will be higher. This relationship can be demonstrated through a statistical and general method. This does not exclude the possibility that, in certain environments largely hostile to the development of media literacy or without the economic capacity to foster access to and availability of media systems, exceptional cases of individual development may be found. However, these are most likely an exception and not the rule.

Framework

Following the identification of the essential components of media literacy, it is possible to collate this data in order to construct a conceptual framework. It takes the form of a pyramid in order to represent the various criteria of media literacy and the ways they are reliant on each other; it is stating the obvious to say that the higher steps cannot exist without the lower ones. The base of the pyramid illustrates the pre-conditions for individual competence: Media Availability, the availability of media technology or services; and Media Literacy Context, the activities and initiatives of institutions and organizations for fostering media literacy capacities. Without these two criteria, media literacy development is either precluded or unsupported. They share a level because, although they are autonomous components, they are interrelated to a degree: media literacy policy is carried out in the context of availability, and certain aspects of availability are conditioned or influenced by context.

Figure 1. Structure of the Media Literacy Assessment Criteria
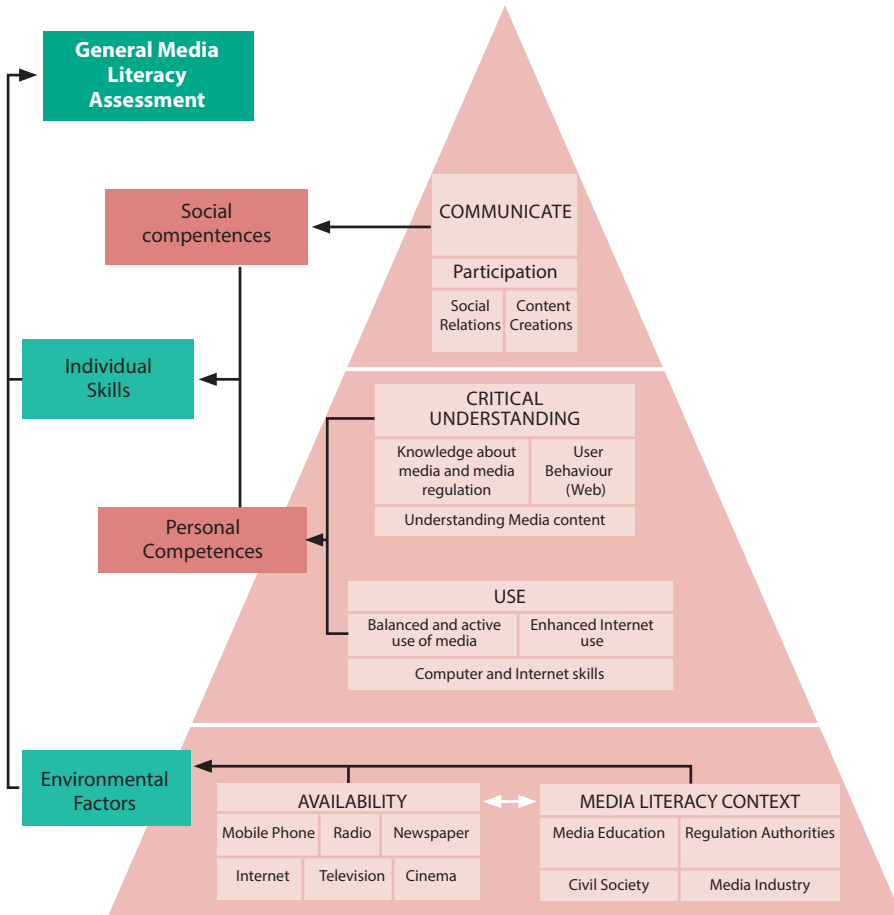
The individual competences are illustrated on the second level of the pyramid, which begins with Use, a secondary prerequisite for media literacy development. Use is the intersection between availability and operational skills (practical skills with a low degree of self-conscious awareness).

Then follows Critical Understanding, which is the knowledge, behaviour and understanding of media context and content, and how it manifests itself in behaviour. This includes all the cognitive processes that influence the user's practices (effectiveness of actions, degree of freedom or restriction, regulation and norms, etc.). Use requires knowledge; this factor requires meta-knowledge (knowledge about knowledge). This allows the user to evaluate aspects of the media by comparing different types and sources of information, arriving at conclusions regarding their veracity and appropriateness, and making informed choices.

The apex of the pyramid represents Communicative Abilities, which are the manifestation of media literacy levels, the quality of which rests on the success or failure of the lower levels. These are skills that manifest themselves in communication and participation with social groups via the media, and content creation. This is the highest degree of media literacy.

Media literacy is the result of dynamic processes between the base (Availability and Context) and the apex (Communicative Abilities), and the route from base to apex is individual media competence (Media Use and Critical Understanding).

A Look at the Assessment Indicators

Individual Competences

Any individual skill or operation is developed along three criteria: doing (operative ability and practical use); knowing critically (or Critical Understanding); and its relation to the objective that the skill or operation should meet. In this case it should enable creation, communication, social relationships and participation in the public sphere (Graph 2).

Use; Technical skills: These are the operative abilities required to access and effectively use media communication tools. They specifically refer to devices and tools available in a certain context or environment. The Use criteria rely on the individual's ability to use media platforms.

In order to further define these concepts of the use criteria we have proposed the following items: Understanding simple technical functions; Decoding interfaces; Understanding complex technical functions; Adapting and personalizing interfaces; Having the ability to search and choose technical information, devices and configurations; Having the ability to convert informal procedural knowledge into deductive, formal and declarative knowledge (tutorials, guides, etc.); Having critical awareness of technical issues.

In relation to these criteria, the following components may be distinguished:

- *Computer and Internet Skills*: Digital media are increasingly the primary source of media for many individuals. The ubiquity of computers and Internet use make the skills associated with their use reliable indicators of the use of media.

- *Balanced and Active Use of Media*: The use of media by the individual in everyday life, with reference to the function and type of media (newspapers, cinema, books, mobile telephones, etc.), is a manifestation of use and therefore a reliable indicator of this component.

- *Enhanced Internet Use*: Advanced use of the Internet demonstrates a sophisticated level of media use. Activities such as Internet banking, e-government and buying on the Internet are reliable indicators of the individual's use of the media.

Figure 2. Dimension 1. Individual Skills

Criteria	Component	Indicators
USE. Technical skills	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
	Enhanced Internet use	• Buying by Internet • Reading news by Internet • Internet banking
CRITICAL UNDERSTANDING. Cognitive and critical skills	Understanding Media context and its Functioning	• Reading text • Classifying written and audiovisual texts • Distinguishing media content (all media) • Elements to which the user attaches importance to rely on the information • Classifying websites • Classifying media platforms and interaction systems
	Knowledge about media and media regulation	• 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, named it)? • Rules and rights is applicable to media content • Perceptions of the watershed • Knowledge about regulation on Internet • Author/Use right
	User behavior	• Exploring information and critical search of information • Checks made when visiting new websites • Judgement made about website before entering personal details
COMMUNICATE. Communicative and participative skills	Social relations	• User-created content (post messages) • Networking website
	Participation	• Internet for cooperation • "User centricity" on online public services • Citizen participation activities ever done • E-government usage by individuals
	Content creation	• Media production skills • Experience of creativity media • User-created content (create web pages)

Critical Understanding

Critical Understanding is the most important aspect of the relationship between the individual and the media. How the individual interacts with the media is dictated by his/her critical understanding of both the content and its context. In order to understand and utilize content, the user decodes it to make sense of its message. These processes are cognitive insofar as they rely on or correspond with cognitive or knowledge-related operations.

The following three components of **Critical Understanding** are developed:

- *Understanding Media Content and Function*: This component indicates the ability to read and make sense of media messages, be they audiovisual or text, interactive or passive. It implies a sequential cognitive process by which the individual recognizes a code (or codes) in the text, to classify it and establish its global meaning in the context of previously acquired information. In so doing, the user classifies the information to make correct and appropriate use of it, and to appropriately respond to it. Therefore, this criterion includes the following general abilities: coding and decoding; critically evaluating, comparing and contrasting information and media text; exploring and searching information actively; summarizing; synthesizing; and remixing and recycling media content.

- *Knowledge of Media and Media Regulation*: This ability allows the user to evaluate the media system and its function in relation to the user's aims and objectives. It includes knowledge of the conventions, rules and norms that impact on the media; the laws and regulatory authorities; the stakeholders; etc. In detail, these skills include: critically evaluating opportunity and restriction, pluralism conditions, regulations, laws, rules and rights of media production; and appreciating the conceptual frameworks provided by media studies.

- *User Behaviour (Internet)*: The Critical Understanding of media messages consequently affects, and is evidenced by, user behaviour. The skills are based in semiotic and linguistic capabilities, and allow the user to explore, obtain and use information, to contextualize, evaluate and analyse it, and to be aware of its validity and utility in relation to set objectives. In detail, these skills include the ability to develop a Critical Understanding relating to strategies of information use.

Communicative and Participative Skills

This factor implies the capacity of individuals to make and maintain contact with others via the media. This includes basic communication, such as using e-government services and participating in online groups in collaborative work towards a common objective. This study subdivides Communicative Abilities into different components:

- *Social Relations*: Socializing via the media is a novel concept; MySpace, which was among the first of the social networking sites to enter the public consciousness, was founded in 2003. Facebook (2004), Bebo (2005) and Twitter (2006) have also proved immensely popular, and have provided individuals with the opportunity to present them remotely and to have relationships and socially active lives online. These social lives demonstrate the
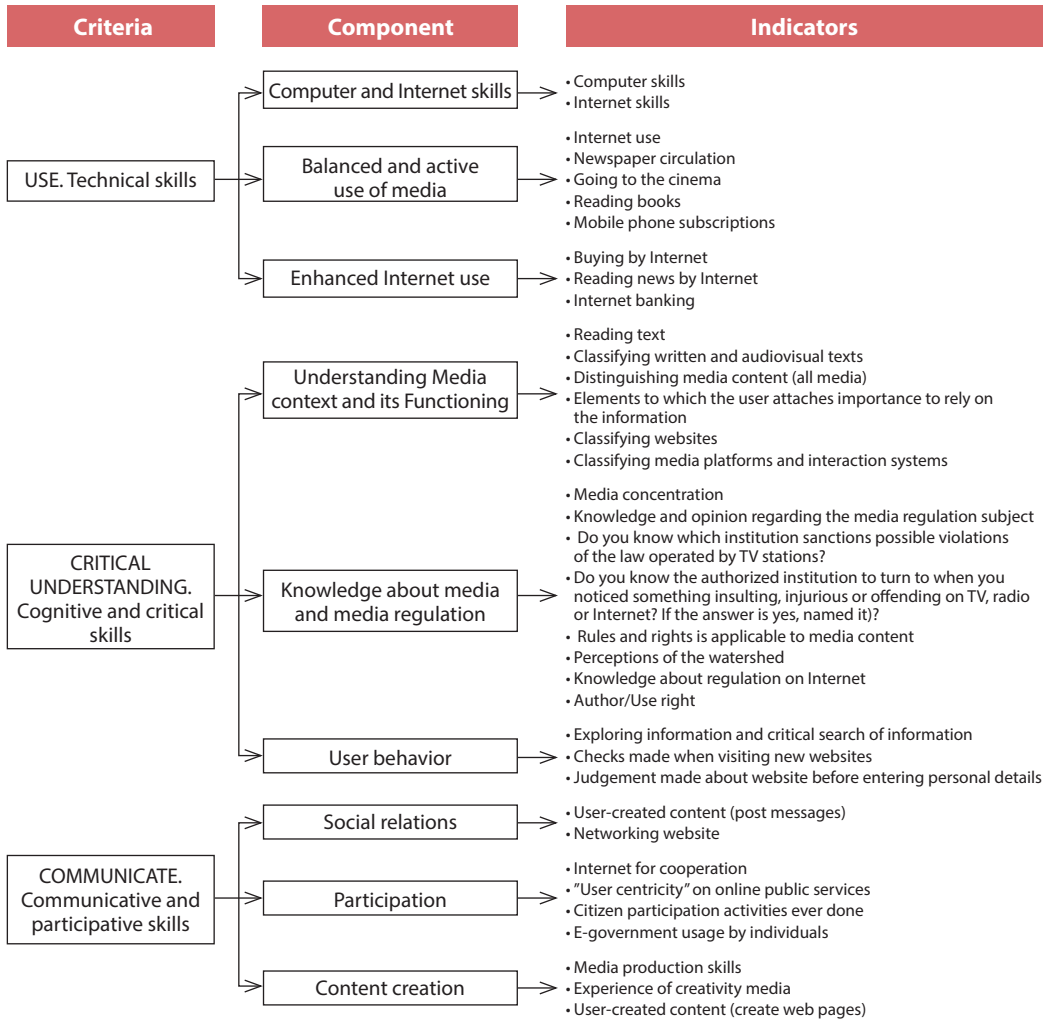
capacity of a user to contact other individuals, to work in cooperation with them and to establish different networks and communities. This necessarily includes communicative skills: receiving and producing messages, maintaining contact, and presenting one's identity via profiles and platforms.

- *Participation in the Public Sphere*: Participation in public life via new media falls into one of two categories: the use of e-government (government services provided on the Internet, such as library services or passport applications, which are simple activities, and the performance of traditional tasks by way of new technology); or participation in public life in the political sense (using the media to engage in and communicate with governments and other individuals with the aim of shaping policy). Both these activities refer to civic participation in public life, which can take forms ranging from simple relationships between individuals and government institutions to more complex and sophisticated cooperative actions, such as the formation of or membership in political parties or the organization of protest groups.

- *Content Creation Abilities*: Creative abilities manifest themselves mainly on the Internet. They act not only as a tool by which information in the strictest sense (for example, the population of Belgium) can be shared, but also one by which facets of a user's identity can be transmitted by way of blogs, social networking sites or websites. The creation may be as simple as writing an email or as sophisticated as creating an online identity, and can also be technically complex (for example, creating a video game). These abilities are related to the individual capacity to create new content and produce original media messages, and are the manifestation of the user's ability to use, identify and understand information in media messages, and to respond appropriately to them. The capacity to create has different grades of complexity, ranging from the most basic grades of creation to more sophisticated and innovative ones.

Environmental Factors

The media do not exist in a bubble, and media literacy very rarely develops in isolation from its environment. Even the basic availability of media and technical devices is affected by the attitudes of authorities, the existence of non-governmental bodies and their activities, and the initiatives of the media themselves in contributing to the creation of a media-literate audience. Environmental Factors contextualize the facilitation of media literacy development, and therefore include those factors that engender or endanger individual skills. The graph 3 illustrates the criteria for the Environmental Factors.

Figure 3. Dimension 2. Environmental Factors

Criteria	Component	Indicators
USE. Technical skills	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
	Enhanced Internet use	• Buying by Internet • Reading news by Internet • Internet banking
CRITICAL UNDERSTANDING. Cognitive and critical skills	Understanding Media context and its Functioning	• Reading text • Classifying written and audiovisual texts • Distinguishing media content (all media) • Elements to which the user attaches importance to rely on the information • Classifying websites • Classifying media platforms and interaction systems
	Knowledge about media and media regulation	• 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, named it)? • Rules and rights is applicable to media content • Perceptions of the watershed • Knowledge about regulation on Internet • Author/Use right
	User behavior	• Exploring information and critical search of information • Checks made when visiting new websites • Judgement made about website before entering personal details
COMMUNICATE. Communicative and participative skills	Social relations	• User-created content (post messages) • Networking website
	Participation	• Internet for cooperation • "User centricity" on online public services • Citizen participation activities ever done • E-government usage by individuals
	Content creation	• Media production skills • Experience of creativity media • User-created content (create web pages)

Media Availability

Availability refers to the type of media and tools an individual can access in any given context and how they are socially distributed. The assessment requires a description of the media availability situation in every country.

Media Literacy Context

Environmental Factors provide insight into the media literacy environment. If the factors are favourable, and media literacy has an important and well regarded position in national policy, it follows that media literacy levels will be high. This relationship can be demonstrated statistically and does not exclude the possibility that, in environments largely hostile or neutral to the development of media literacy, or without the economic capacity to foster access, exceptional cases of individual development may be isolated. However, these are likely to be an exception rather than the norm.

The Environmental Factors are based on qualitative data which is then converted into quantitative data. The criteria are comprised of the following components:

- *Media Education*: Media literacy may be isolated as an explicit competence, or exist in its component parts in the curricula of general education and lifelong learning. The prominence of media literacy in the national curriculum as well as resources for teacher training and didactic material has a profound effect on media literacy development. Special attention is paid to school curricula and the capacity of teaching staff, based on their training levels and the system within which they operate.

- *Regulation Authorities*: The level of engagement a public or authoritative body has with the media, the more literate that society can be said to be. The role of public bodies is fundamental to the identification of the general viewing public's media literacy, particularly if the body exists to protect viewers' interests, and promotes and protects users' rights to freedom of expression.

- *Media Industry* (role in media literacy): The media are first and foremost an industry, which demands a uniquely high level of interactivity and involvement from its subscribers. Although public service broadcasters have a remit to act for the common good rather than (purely) for profit margins and shareholder interests, they must still justify their existence by retaining audiences. Some parts of the industry invest heavily in the civic lives of their audiences and the press (also known as the Fourth Estate, after the executive, legislature and judiciary), provide an essential public service, and often conduct activities to encourage the media literacy development of their audiences. Industry initiatives, compounded by the work of non-governmental organizations, have had a significant impact on the literacy of their subscribers. It is for this reason that they occupy a position among the key indicators.

- *Civil Society* (role in media literacy): Civil society organizations and initiatives stimulate the environmental support that increases levels of media literacy. The number of associations, their activities and their quality illustrate the impact of civil society. They do not exist in isolation, however, and their ability to promote citizen participation rests on the cooperation of authoritative bodies and has links to media education.

UNESCO Media and Information Literacy Indicators

Parallel to the development of European indicators, in 2010 UNESCO began working to create a global framework to establish media and information literacy indicators. The process began with a document written by Jesus Lau and Ralph Catt, *Towards Information Literacy Indicators[29]*. In this document, the authors try to "identify indicators of Information Literacy by the secondary analysis of existing international surveys to select data elements that are valid indicators of IL. This approach will avoid the need to construct a discrete survey. The primary source of such indicators could be the UNESCO Institute for Statistics (UIS)'s Literacy Assessment and Monitoring Programme (LAMP) survey" (p. 8). This represents the first formal step by UNESCO to create indicators of Information Literacy. Some months later (November, 2010), in Bangkok UNESCO convoked an expert group to take this further[30]. The issue is not to dispose of the Information Literacy Indicators but rather to create a new set of indicators related to Media and Information at the same time. Through this movement, UNESCO is trying to connect its own developments in the field with those of other institutions, namely the EU, that use the term Media instead of Information. But UNESCO goes further, proposing the composite concept of Media and Information Literacy, which includes computer, digital, information, library, media and news literacy. This takes its inspiration from the *UNESCO Curriculum for teachers on Media and Information Literacy[31]*.

This UNESCO study continues the work done by EU concerning indicators, and tries to adapt some of EC points of view to a global sphere.

The study proposes two indicator tiers: "Tier 1 variables/indicators to gauge availability of institutions that nurture and promote MIL in society, policy-makers, education and work; (ii) Tier 2 variables/indicators for MIL among teacher-trainers, teachers in training/service, and students (primary and secondary) within the educational system". In this sense, the UNESCO indicators take into consideration not only the media literacy system in the country or region but also the skills of teachers and students. This means that they can be applied to people and professionals, which opens up for new ways to use the indicators not only in cases of countries' policies, in which European indicators must be used, but also in cases more related to people and institutions.

New Horizon

In summary, the European development of Media Literacy Indicators, alongside the UNESCO development, opens up a new horizon of opportunities in relation to opening new policies on the field and to building a new style of media education based on new competences, critical understanding, creativity and participation.

Concretely, at this moment we cannot consider that the indicators have raised the operational level; we are rather still in a context of theoretical and epistemological discussion. But it is very likely that a few years of empirical and applied research could give good results. In this case, the progress of Media and Information Literacy will be assured.

There is a long road that must be travelled in the next five years.

In this context, the proposal by the European Science Foundation to focus research on Media Studies on "new media, new literacies" represents an excellent piece of news in the field[32].

From a global perspective, all the Media Literacy development we have described here assures a new paradigm of research.

But at the same time, it is true that it entails new necessities and requirements. We find ourselves in a time when we not only have to develop the major reference for policy; right now we also need to move from a general framework of policy into concrete actions on the ground. At the same time, we need to address not only the large number of statistics but also the specific indicators able to describe the situations, needs and competences of individuals and groups. Finally, it is necessary to convert large documents and statements of objectives into consistent and systematic practices to obtain concrete results.

The following points attempt to show these new necessities in relation to the indicators' development:

- It will be necessary to transfer the principles and system of indicators to micro-collective situations, institutions, etc., continuing the proposal by UNESCO.

- On the other hand, it will also be necessary to develop more qualitative and precise indicators with the objective that they can be applied to specific individuals and at different stages of development.

- Finally, and most importantly, these indicators must be improved to be applied in measuring the evolutionary development in relation to people and the media environment.

We therefore face a new horizon of research, whose perspectives can be very helpful:

- The study of people's cognitive abilities in relation to the media (and the conditions of sociality these open up for), analysing the move from purely technical and operational capabilities to higher capabilities that contain a certain degree of consciousness and critical sense.

- The analysis of how these indicators can help to evolve people's own psychological development and educational stimuli they receive.

- The specific analysis of the media conditions conducive to the development of personal autonomy: their environment and evolution.

This development of new indicators could contain the following practical objectives:

- Make available forms for the assessment and diagnosis of the impact and consequences of certain cultural settings, media, social and institutional development of skills and communicative behaviours.

- Establish and evaluate frameworks for the development of media education programmes with which to target specific audiences: both general, to increase basic media literacy; and "how-tos" for specific purposes, such as the dissolution of cultural barriers.

- Establish guidelines to promote the creation of content and media-sharing situations conducive to the development of children.

From a global perspective, the development by the European Union on the one hand and by UNESCO on the other has thus far allowed the establishment of broad outlines of an orderly and systematic policy in relation to media literacy.

Specifically, the recent development of indicators offers new possibilities and opportunities to implement informed policy and for permanent evaluation.

But it would be foolish not to recognize some of the barriers that still exist in this field. The two most important, from our point of view, are: the lack of coordination and relationship between the main actors of the system on the one hand, and the lack of operational practice indicators on the other.

Trying to overcome these two barriers will take a few more years in Europe. However, there have already been very important steps toward this and the outlook is optimistic. We only need some trends of scientific research, clarity of objectives, consistency of effort, rigor of processes and mutual trust in establishing an effective cooperation system.

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School Literacy in South Africa

Emerging Literacy and Hidden Curricula

Ibrahim Saleh

Information literacy is central to South African education, which explicitly aims to provide school leavers with the skills demanded by the global information society. This research attempts to closely correlate between information literacy and information literacy education to view educational change in South Africa. It focuses on compulsory school education rather than tertiary because there is consensus in university circles that the issues of information literacy education at the tertiary level have their roots in shortcomings in our schools (Walker 2001; De Jager & Nassimbeni 2002). It is a truism that if our school leavers are information literate then our university educators and employers can only benefit.

The construct of information literacy includes two layers of competence. The first refers to students' technical abilities to access information from a variety of sources and using a variety of tools, with a specific emphasis on the Information and Communication Technologies (ICTs) of the information age. The second layer refers to the subjective sense-making processes of information literacy.

Schoolteachers make many educational decisions about what constitute necessary competencies and about how reading and writing should be taught in the classroom. In many parts of Africa and the developing world, teachers make these decisions intuitively, although a systematic process of monitoring is more effective in promoting students' literacy development. When teachers monitor the school's literacy program, they track the reading progress of their students, the results of different teaching methods, and the value of various materials used. Such an institutional approach allows teachers to judge the value of their program and to evaluate its effectiveness, while making the appropriate improvements.

> *People trained in the application of information resources to their work can be called information literates. They have learned techniques and skills for utilizing the wide range of information tools as well as primary sources for molding information-solutions to their problems.*

(Zukowski, 1974)

The idea here is to offer an effective information literacy curriculum, which in turn requires collaboration at many levels, but this requires a clear and sound strategy based on collaboration between teachers and educational experts in order to establish an integrated program of meaningful, standards-based activities. Teachers must work with other educators across grade levels and content areas. In other words, the information literacy curriculum must be aligned both horizontally and vertically to ensure that knowledge and skills are introduced, reinforced, and mastered across content areas and grade levels.

This is happening at a time when globalization is marked by an uneven distribution of the benefits of information and communication technologies (ICT) that is often reported between developed and developing nations and world regions. Thus, the socioeconomic factors that affect the utilization of, expenditure on, and infrastructure of information technology need to be better understood (Saleh, 2012). Given these current global challenges, there is an increasing concern that young learners are not receiving the expected standard quality programmes[1] needed to foster their developmental wellbeing. Besides, there is a consensus, in particular in Africa, that these programs are generally implemented ineffectively, which is usually due to the inefficiency and lack of competencies of educators.

Apart from the traditional dilemma between ideas and implementations, one has to consider carefully some concerns in monitoring literacy programs. Of course, South Africa is not an exception. The evaluation of reading remains shrouded in misunderstandings and misinterpretations that certainly confuse the issue rather than clarify it. There are several reasons for this confusion. First, evaluation usually happens in Africa as an afterthought in the form of a process meant to satisfy externally determined needs (Johnson, 2000). The result is that often no one seems to know why the assessment information was gathered or how it can be used to improve instruction. Second, the evaluation procedure is hampered by unclear objectives with almost no or little attention devoted to why the evaluation is occurring, and what is being evaluated may be unclear. A third problem is confusion about the meaning of the term evaluation. Evaluation is a process used to determine the worth of something; it is an attempt to determine whether some product, process, activity, or procedure is of value or is satisfactory. Some educators equate evaluation with assessment, although the terms are not synonymous. These terms have been used interchangeably for some years, yet their meanings are quite different.[2]

One of the main problems facing any systematic and structured assessment of the programmes has to do the inappropriateness of the methods used in evaluation, and the ways in creating public awareness and even the way any results could be perceived by the community as a result of racial issues and historical memory in South Africa.

It is thus a main goal is to create the culture of understanding, which involves informing and motivating a "mass of people with a low rate of literacy and income, and the socio-economic attributes that go with it" (Hameso, 2002). All kinds of literacy among school children could be used as a central tool for transmitting these developmental ideas, although any potential outcome is primarily conditioned by the level of support from all members of society, ranging from political actors to the changing nature of communication. As such, the potential of literacy among school children could help overcome the current barriers and enable a breakthrough in the community-building mechanisms of communication needed to attain this goal (Quebral, 1975).

It is imperative that one should not distinguish between information literacy and information education with the aim of functioning adequately in a society that is oriented toward information and ICT. However, the relevant skills are partly learned in daily life, even though the main learning space should be schools that incorporate a curriculum for systematic learning (Swaan, 1988).

Today, the world is full of problems that are interdependent and multifaceted, and the search for solutions requires a new type of governance based on citizen participation, in particular through the participation of youth through ICT. This happens at a time, when most of the African societies still suffer from corruption, human rights violations and internal conflicts that limited any possible attempts of establishing freedom and democracy.

Besides, as a result ethnic minorities have been largely excluded from political processes due to a lack of adequate communication channels (Rothchild, 2000). Hence, ICT remains the refuge for youth, especially in compulsory education to make a difference through information literacy and education. s that

It is thus not surprising that the media and information literacy component is still missing from the agenda that lists Africa's myriad problems, as well as the absence of qualified teachers, training for the trainers and the presence of IT literacy in the curricula, all of which are essential elements of any future development.

South Africa is a case in point, especially with its blend of first and third worlds, which is reflected in the availability and maintenance of ICT. Such an odd mixture has affected the introduction and teaching of ICT skills regardless of any national efforts or policies.

The interest in information literacy in South Africa has been spurred by the systemic transformation of education at all levels, as well as increasing attempts to adopt ICT. The policy framework for information literacy is derived from three policy domains: education policies, ICT policies, and library and information services policies (de Jager and Nassimbeni, 2002).

It is thus logical that South Africa has undergone a decade of curricular change that has been the subject of a great deal of debate, study and even con-

demnation (Moll, 2009). Information literacy has been reflected locally in the many calls for development of school libraries, though actual implementation remains a problem. This is also reflected in the initial teacher training, which has transformed information literacy into a skill of teachers, rather than an essential part of the curriculum they have to teach.

The technical skills of reading and writing can lead to one sort of literacy, but functional literacy[3] is certainly broader in its conception. Prior to 1994, literacy was very narrow and very much affected by race and ethnicities, but later it has become a national priority to address education deficiencies. Unfortunately, the literacy rate among black South African adults is reported to be 65 percent, which implies that there are some 35 percent of adults who are unable to read and write (South African Institute of Race Relations 2001–2002), or to use their literacy to function normally in society.

The present article investigates the current status of information literacy at the primary and compulsory school level in South Africa. The main premise of the article is that information literacy has become a key component in the information society, which means that the South African government holds full responsibility toward its citizens to prepare them for the challenges posed by the era in which we are living (Boekhorst, 2004).

The South African government has emphasized the need to expand the role of media education to promote equal access, with a level of quality and relevance that will empower disadvantaged groups. However, this is a challenging, time-consuming process that requires considerable and consistent investment and partnerships between many donor agencies. There is little research on the causes behind unequal access to technology, or comparative studies of the barriers that impede the diffusion and adoption of media and information literacy in South Africa (Saleh, 2012).

It is crucial to assess the status of the established curriculum and the "hidden curriculum", or the learning skills acquired apart from the formal content of subjects (Illich, 1973) that are restricted to behavioral rules. In addition, it is important to consider the learning of skills needed to use certain technologies and the teaching of information literacy skills. For example, the development of an effective information structure at the school level (bulletin boards, library, school newspaper, computers, Internet access, school websites, and pupils' own home pages) could teach young learners indirectly how to access and use information.

Within the South African context, questions arise such as: What is the quality of preschool programs in home-based and center-based sites? Does implementation of these programs help young learners cope with the formal learning structures – reading, writing and arithmetic – when they enter school?

This article seeks to identify the key factors influencing the information literacy (IL) of primary and compulsory school children in South Africa. But a major challenge hinders the IF is the lack of knowledge and understand-

ing among teachers and educators hardly know and understand what inspires learners to participate in literacy education. The common paradigm is that illiterates tend to be inspired by the same goal of self-actualization, although they are reluctant to participate in classes unless educators are more responsive to their needs. Besides, functional literacy in itself does not automatically empower young learners in the classroom environment.

Undoubtedly, schools are very important agents of change in the education of children, although other aspects like parents' income and socio-economic and educational status play a significant role in and effect a child's development (Kostelnik, Stein, Whiren, & Soderman, 1993). In addition, the skills required for information literacy are highly dependent on the context, as a kind of tools that are constantly evolving and the changing approaches while handling information (Sayed & De Jager, 1997, p.9), which makes it a priority to teach embedded in the subject knowledge. Hence, the narrow focus on offering "generic" courses that are not firmly integrated into the curricula of specific courses are less appropriate for teaching information skills of lasting value.

The present article is concerned with the idea of "Emergence of Literacy," which focuses on reading with many stimulating activities in the environment (Best Practices, 2001), including informal interactions, and on the caregiver acting as a mediator (Bank Street, S.A). These activities are stipulated and mediated by caregivers who provide opportunities to develop the language, ready knowledge and memory skills necessary for emergent literacy in the preschool years (Mason and Sinha, 1993).

Conceptual Framework

In this section, attempts will be made to identify the motivation and understanding of learners in a literacy campaign. Two main conceptual frameworks will be summarized, which are concerned with either psychological or socialization and lifecycle factors, while the motivational theories are numerous and difficult to categorize (Wlodkowski 1989).

The psychological motivational theories strive to explain why learners choose to participate in some form of learning activity at a particular point in their lives (Woodley, Wagner, Slowey, Hamilton and Fulton 1987). For example, Miller's "force field analysis" model (Beder 1991) links participation in education to the hierarchical needs that are strongly influenced by differences in social class. In that context, the learner attempts to satisfy the more basic needs of survival before directing behavior toward satisfying higher-order needs, including achievement, recognition and finally self-actualization.

In Miller's "congruence model" of motivation, which emphasizes that deficiency-oriented learners are motivated to meet lower-order needs, while

self-actualizing, growth-oriented learners seek to meet higher-order needs. Many lower literates are deficiency-oriented and have not satisfied the lower-order needs in Maslow's hierarchy (Boshier, 1977). However, many scholars are reluctant to accept the assumption that poverty prevents the acquisition of information literacy because it disregards the idea of orientation and social change.

According to the "expectancy-valence" model, motivation is based primarily on previous experience and on the perception and interpretation of the environment and the magnitude of values ascribed to the consequences of participation, which can be positive, indifferent or negative based on expectancy and valence (Beder 1991).

The assumption here is that expectation alone is enough to secure participation. The reality is that there are social, political and economic factors that can come between expectation and reality and prevent learners from realizing their expectations.

In contrast, the "socialization and lifecycle motivational" models suggest that life's challenges and difficulties provide motivation for learners as they try to solve these problems. Life events trigger motivation to learn the behaviors and attitudes necessary for functioning in society. Socialization has a great deal to do with decisions to become literate. Learners who believe in the enabling capacity of literacy are more likely to participate, while those who do not believe in it are less likely to do so. Motivation to participate in adult education is linked to the direct and immediate application of knowledge and skills learned.

Setting the Scene

For a proper understanding of the current educational system in South Africa, it is important to set the scene. This section is divided into two parts: the history of education in South Africa and some of the important studies and reports that can contextualize the subject matter.

First, segregation and inadequate schooling mark the history of education in South Africa for most black people. Since the abolition of Apartheid and the establishment of the Government of National Unity, South African society has attempted to be rigorous in its complete transformation approach through the introduction of a non-racial democratic society.

This national goal required a drastic change in the educational system. The new system launched a national Department of Education and nine provincial Departments of Education with the aim of replacing the former racially differentiated system with a geographically differentiated system (Van Wyk, 1998).

There are a number of entrenched problems (administrative as well as content related). Besides, many of the teachers had to develop competencies in many areas. Having said this, there are many schools in South Africa that still

do not have electricity or the funds needed to maintain these technologies. For example, according to the 1997 national report on the *Official Schools Register of Needs*, there is a huge discrepancy between the schools in South Africa's nine provinces.

Figure 1. Schools with Telephone Access
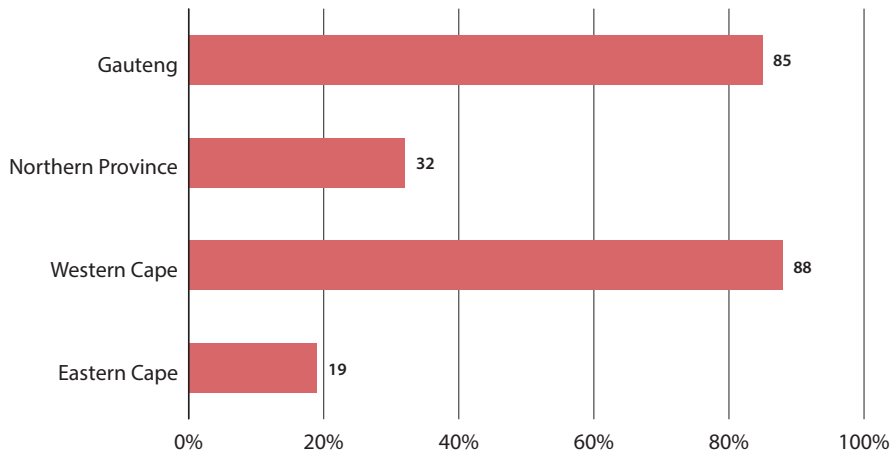
In Figure (1) the data indicate that the percentage of schools that have telephones is extremely low in South Africa, as low as 19 percent in Eastern Cape and with the highest accessibility in Western Cape (88 percent).

Another shocking fact, which is the unavailability of power supply in half of the schools in South Africa. For example, 79 percent of schools in the Northern Province, 77 percent in the Eastern Cape and 61 percent in Kwazulu-Natal have no electricity. In addition, the Northern Province has 3,280 schools without power in contrast to the Western Cape, where the number drops to only 191.

The first document on the position of information skills in the curriculum appeared in 1994 and is entitled "Core Teaching Programme for Information skills" (Moll 1999). Schools were expected to replace the existing "Media Guidance" with this new curriculum. In 1997, the Heads of the Education Departments National Curriculum Committee recommended the Draft Revised National Curriculum Statement for Grades R-9 for Ministerial Approval, which was published in October 1997 (South Africa, Department of Education 2002a).

The assessment policy was introduced in December 1998 after eleven months of introducing it into schools. Almost two years later, the Department appointed a review committee to look at, *inter alia,* the structure and design of

the curriculum, and the committee presented its report in May 2000, which led to the appointment of a team to revise the National Curriculum Statement.

In 2004, a revised version of the National Curriculum Statement (RNCS) was released that is currently known as the National Curriculum Statement (South Africa, Department of Education 2002a). This revised statement is not seen as a new curriculum, especially because of the many elements that remain the same, and is based on the curriculum tools developed by the National Department of Education [4](Arnold, 2002):

The Department of Education (DoE) embarked on a massive literacy campaign in June 2000. The overall objective of the campaign was first and foremost to reduce significantly the levels of functional illiteracy among South Africans. The second stated objective was to increase the participation of all people in the social, cultural and economic spheres of society by providing literacy classes to adults with little or no schooling (DoE 2001). The third objective was to educate voters for the upcoming election in 2004. It was hoped that by increasing citizens' functional literacy, the literacy campaign would have a positive effect on the democratic state (Sibiya and van Rooyen, 2005).

The new educational system in South Africa is organized under the name 'Curriculum 2005' (1997), which is based on the South African Qualifications Authority Act (SAQA) from 1995 and the National Education Policy Act from 1996 (1996).

The South African government has recently launched "Info.com 2025," the National and Government Information and Communication Technology Strategy, which serves as a collective program of ICT projects designed to establish a networked information community and make South Africa globally competitive. Info.com 2025 addresses issues of policy, infrastructure, human capacity, and local content within ICT industries. One of its objectives is to facilitate and promote education and training through the use of telecommunications technologies.

The plan is to install public information terminals at main post offices and to set up community information centers ("telecenters") in towns and villages (Ngcaba, 1999).

The Department of Education is engaged with a Technology Enhanced Learning Initiative (TELI), Strategic Planning Committee, the aim of which is to create a technology-enhanced learning network for the use of technology in education and training. One of the projects is to develop "a generic information literacy course for use in schools, community centres, industry-based training sites, and other appropriate sites of teaching and learning" (Department of Education, 1997).

Second is *the literature review*. It is important to mention that most of the available literature emphasizes a measurable discrepancy between students' perceptions about their own information literacy skills, and abilities acquired

after interventions, and their actual skills as measured by answers to practical questions. In a study conducted in the Western Cape, results confirmed the discrepancy between students' perception of their skills and their actual performances (De Jager & Nassimbeni, 2001).

There is an urgent need to address the current IL gap in South Africa that could be traced back to the basic literacy of reading and writing in and out of schools, which makes the cumulative cost of this gap very high on the social fabric in the present and the future (Otaiba & Fuchs, 2002).

Thus one initial step is to focus on ensuring quality care in preschools to improve learners' social skills, while reducing behavior problems and increasing cooperation and language skills (Love, Schochet, and Meckstroth, 1996). However, one has to be cautious about literacy, because it does not simply infiltrate the learning process, but rather is based on orientation and interconnected with emergent literacy skills. Therefore, there is a close link between quality preschool preparation and competency in early literacy skills (Barone, Mallette, & Hong Xu, 2005).

Another government literacy campaign, Read Educational Trust, is an NGO involved in literacy programs intended to start with a baseline study that identifies the specific needs and shortcomings of young children in South Africa. As a result of time restrictions, only five (Gauteng, Western Cape, KwaZulu-Natal, Mpumalanga and Limpopo) of the nine provinces of South Africa were included. As most of the sites are in the deep rural areas as well as in informal settlements near urban areas, the one common attribute is the poverty level of the communities. The intervention program included 364 classes and 9470 learners with 542 practitioners involved. A multi-method mode of inquiry, involving a combination of quantitative and qualitative methods (De Vos, 2003; Neuman, 2000), was used.

Main findings indicated that only 39 percent of the caregivers presented stories to the children in the dominant home language. Besides, only 28 of the sites were qualified in terms of the basic resources necessary for quality teaching. Toys were not available at most of the sites and, if available, they were in poor condition. For example, 54 of the 70 sites had no available books. In addition, only 10 percent of the sites demonstrated an understanding of an early child development (ECD) program.

In general, only 16 of 70 sites created a learner-friendly environment, and only 12 of the sites enabled actual learning, while 36 of the sites had some learning experiences to a very limited extent.

Discussion and Conclusion

The present research paper has attempted to sketch out the conundrum that the curriculum in South Africa requires information literacy education at the same time as the situation remains incompatible with this requirement in that information literacy education and school libraries remain neglected.

Having said this, the research also suggests that the seeming obtuseness with regard to school libraries seen in government and educationist circles might have three sources: the level of development of the South African government's agenda to overcome inherited inequities, diminishing the gap and confusion between digital literacy and the more inclusive construct of information and the general lack of understanding of the role of school libraries in education. Libraries are still seen as expensive collections of books and there is little awareness of so-called hybrid models, which might spearhead a kind of information literacy education that will bridge, divide and lead school communities into the information and knowledge society.

There is a huge gap between intentions and implementation in South Africa that has resulted in the majority of students reaching higher education institutions with little or no exposure to library and information resources and not possessing the skills to use these resources. Thus, the need for information literacy education is greater at the tertiary level than one would normally expect.

The research suggests that most interventions are still primarily generic in nature in spite of an apparent awareness that information literacy is best taught and learned when it is fully integrated into subject curricula. It also seems evident that there is an assumption that these skills are transferable and an essential component of lifelong learning, although this has not been thoroughly investigated.

Moreover, it is clear that practitioners are increasingly aware of the importance of the assessment of courses. Information literacy is often seen as something separate from the learning areas in the schools. However, the analysis of the relevant curriculum documents confirmed the hypothesis that priority must be placed on information literacy, information literacy skills and the information literacy process in each of the learning areas that make up the curriculum in our schools. In addition, the research indicates that there is an urgent need to orient teachers and equip them for the task of teaching using information literacy skills and the information literacy process.

It is recommended that schools in South Africa incorporate the use of information literacy and its associated skills in the form of cross-curricular outcomes after developing a uniform model of information literacy training, while strengthening the pivotal curricular role of school libraries. This cannot happen without shifting the emphasis in initial teacher training – and possibly also an in-service re-skilling of teachers – to enable information literacy to take its rightful place.

There is an urgent need to train caregivers, especially given the current absence of understanding of children in this developmental phase. However, providing a safe and healthy environment is a preliminary condition, which can be met by enhancing the level of knowledge and understanding of young children and their specific needs as well as the relevant methodological approaches and their implications for teaching. Finally, it is impossible to improve the quality of preschool programs unless all involved actors are prepared to do something about the standard, and such preventative measures must be taken as part of the planning of teaching strategies designed to ensure successful learning.

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Notes

1   A programme is a static structure and quality can only be visible in its implementation. The single most important factor in determining program quality would be the teachers and the way they implement the program. They also state that it is necessary to assess teachers to ensure the highest quality of teaching (Gordon and Browne, 2004, p. 206).

2   "Assessment is the process of gathering information about something (getting students to respond), and evaluation is the process of judging that information (judging students' responses) to determine how well individuals are achieving," notes Cooper (1997, p. 512). Evaluation decisions are based on assessment information and data. Testing, often defined more narrowly as standardized testing, is but one way to gather data. When deciding how they will evaluate the literacy program, teachers should consider alternative assessment strategies, such as portfolios, projects, teacher observations, surveys, and interviews. As teachers clarify their goals for students (based on their definition of reading) and specify what evidence they need to determine whether the students are meeting these goals, they realize that there are many ways to gather evidence and use it to make a judgment about the literacy program.

3   Here, the concept 'literacy' refers to functional literacy (applied literacy), which is more than the technical skills of reading and writing (Rogers, 2001).

4   These learning outcomes and assessment standards are divided into requirements and expectations in three phases: Foundation Phase (Grades R-3), Intermediate Phase (Grades 4-6) and Senior Phase (Grades 7 -9). The learning outcome will describe what the learner should know, be able to do and to demonstrate at the end of each appropriate period; the assessment standard describes the extent to which the learner should be able to do this, and in what way they can demonstrate this. This means that: "the learning outcomes can and will, in most cases, remain the same from grade to grade, while assessment standards change from grade to grade" (South Africa. Department of Education 2002g: 14).

Media Literacy in Argentina

Roxana Morduchowicz

Media literacy in Latin America works in one main direction: to *strengthen democracy*. In Latin America, students need to believe that change is possible and that they have some role to play. Media literacy in Argentina is about the real world where we all live, and upon which the students can have a *democratic impact*.

A New Democracy

During the Malvinas (Falklands) War in 1982, mass media in Argentina were strictly controlled by the military government. Television and radio channels promoted a strong feeling of victory and triumph, with "Argentineans to win" as the main and repeated slogan in television campaigns. This slogan immediately complemented the previous "Argentineans are human and right", on TV screens since 1976. This was meant to imply human rights as well as being on the right side. The military spoke of the same human rights they themselves violated: dozens of people were kidnapped and went missing every day.

Argentina and England both claimed these two islands, located off the southern coast of Argentina, for centuries. The war, declared by the Argentine military dictatorship, was the military's last attempt to stay in power and increase their low credibility. Argentina lost the war, as well as more than a thousand young people. This was the beginning of the end for the Argentine dictatorship.

Thousands of kilometres from Buenos Aires, in England, the media also covered the Malvinas War. Within a few days, it was already necessary to convince British society that it was worthwhile to offer their lives (or others' lives) for the future of some faraway islands, the very existence of which had been ignored by most of them only a few weeks before. A huge amount of ideological work (mainly through the media) was necessary to revert the public's opinion and to convince them that the government's cause was upright (Masterman, 1993).

The Malvinas War experience, either in a democratic or dictatorial country, confirms the deep democratic dimension of a media literacy programme. *Democracy and the need for intercultural dialogue are the main reasons for a media literacy programme.*

Media literacy – especially in fledgling democracies such as in Latin America, but also in those with long-standing democratic traditions – is education for the citizenship.

International studies cast doubt on the socializing power of political democracy per se. Growing up in a democracy does not in itself guarantee the reproduction of a democratic political culture.

The transmission of democratic values from one generation to the next cannot be assumed. Much effort has been devoted to educational interventions and programmes to strengthen democratic values among children and young people.

Media literacy is meant to teach students *to face and oppose any reduction of the public sphere.* Media literacy is meant to allow people to analyse the public agenda offered by the media and to deconstruct and question the media messages. It reinforces students' democratic citizenship, understood as more than a passive compliance. It is oriented to create citizens who know how to *challenge and use information*, to make decisions and judgments, to criticize, to object, and to participate in a free society.

Media literacy is education for democracy. It means the capacity to critically read the media, the possibility of exercising autonomous and critical thinking, and the opportunity *to act in and on the real world.*

In Latin America and worldwide, there are still major media divides between young people from poor backgrounds and those from the middle class. Teens from poorer families have much more restricted access to culture and technology than do their wealthier peers. However, cultural consumption is an essential part of youth identity for them all. The media and information technologies have become a place for today's youth – sometimes the only place – that speaks about them and to them.

The Media Literacy Program in Argentina

Strengthening democracy and breaking the social gap in access to culture are the main principles that motivated the National Ministry of Education in Argentina to create its national Media Literacy Program.

The programme has the media industry as its main partners. All initiatives count on the participation of the television channels, radio stations, newspapers and cinema. The idea behind this is that one cannot work on media literacy without the media, and it is thus necessary to involve them in these debates and projects. In Argentina, media representations and youths' voices are often topics of discussion between the media and the Ministry of Education.

There are more than a few reasons to integrate this teaching into schooling, and the following may be the most important:

- There is a great flood of information that children receive outside school, much of it from the media. Schools should be where all this information flows together, as it is often contradictory and confusing for students.

- The media and technologies grant access to contexts and realities we would otherwise miss out on. The media, and more recently the Internet, propose new concepts of time and space, which schools must teach kids to understand.

- The media and technologies construct a picture of the world on the basis of which each of us then builds our own picture. It is important for schools to teach students to critically analyse the way media represent reality so that they are better prepared to build their own images, representations and opinions.

- For many children and young people, pop culture gives them meaning to construct their identity. They learn to talk about themselves in relation to others. If school is to get closer to them – to narrow the gap between school and youth culture – it must integrate pop culture, which wields great weight in constructing their identity.

- In Latin American societies, access to the media and technologies is quite uneven and the digital divide is very deep. Schools can (and must) achieve a better distribution of information and knowledge, above all among those with the least access to them.

- Information for information's sake is not enough. Only schools can turn information into knowledge. Teaching students to read, interpret, analyse and, evaluate messages broadcast by the media is a task that, for many students, only the educational system can handle.

- We live in a multicultural society, because we live alongside various languages and cultures. Young people must learn to read a hard-copy text (books, newspapers, magazines) but also to make use of the multiple languages circulating socially: visual, audiovisual and hypertext.

- Media literacy, finally, reinforces students' social and civic education. Teaching them how to read (in the broadest sense of "reading") the media and technologies in school, and to reflect critically will help produce well informed students, sensitive to social issues, critical of the information and messages they receive, self-reliant in their decisions.

The issue of intercultural dialogue is also especially considered in the Argentine Media Literacy Program, to promote and reinforce the dialogue between different social and age groups within the country.

Some Examples: Different Age Groups

School, Camera…Action

The project "School, Camera…Action" invites all 13- and 14-year-old secondary students to write a fictional story. Three stories from the entire country are then produced as short films and shown at all Argentine cinemas for a month, before the scheduled film. This allows adolescents to be heard in society, with hundreds of thousands of adults exposed to their views.

The School Makes TV

The project "The School Makes TV" invites all 11- and 12-year-old primary school students to write a story about a defined subject. Six stories from the entire country (one per region) are then produced as an "advertisement campaign" and are shown on all Argentine TV channels for a month. The most recent subject was "Thinking of the Other", giving the students the task of investigating who "the Other" is (elderly, poor, handicapped, etc.) and what "me and the Other" means.

Journalists for a Day

"Journalists for a Day" invites all 16- and 17-year-old secondary students to write an in-depth report on a subject that interests them. A jury of editors from all Argentine newspapers chooses some 90 reports from across the country, and on the first Sunday in December each newspaper publishes one of these reports. Adult readers across Argentina discover the adolescents' points of view on social matters. This is another way to break the gap between generations.

Some Examples: Different Social Groups

Moments of Radio

"Moments of Radio" invites primary schools *in rural areas* (usually the poorest in the country) to write a story on a certain subject. Twenty-three stories (one per province) are chosen and then broadcast on all AM and FM radio stations in the country for a month. The project connects rural students with their peers in the city. Rural children have the opportunity to get enormous visibility and to display the value of their culture and traditions with the rest of the country (mostly the urban population, which ignores rural areas).

One of the specific challenges faced by media literacy in Argentina is to narrow social gaps and promote more equitable, fair access to culture and technology among young people.

Media literacy plays an essential role in equalizing children's access to the media and to the cultural capital that is needed to know how to use the media productively. The following is an example of how to strengthen students' culture capital.

"A Film that Left a Trace in Your Life"

This is the title of a book produced by the Media Literacy Program in the Ministry of Education, which asked 20 well known Argentine filmmakers *"what film left a trace in your life, so that no adolescents should miss it?"* Twenty filmmakers from different styles, genres, ages and experiences participated. All of them faced the same challenge: to choose a film, only one, that left a trace in their lives forever…

The films selected by the professionals were from Argentina, the US, Europe and Asia, and were from very different genres. The most interesting aspect to explore, however, is the reasons they gave for their choices. All filmmakers agreed to participate in the book for free.

The filmmakers' emotional answers show without a doubt that a film can leave a trace in one's life. And, if when reading this book adolescents in Argentina decide to see one of the 20 films mentioned by the filmmakers this book would have achieved its initial goal: widen the young people's culture capital.

The Ultimate Goal: Democracy

Media literacy means taking seriously how popular culture teaches children and young people to think of themselves through the representations, values and languages offered to them. The future of media literacy has to be built around the recognition that media education is about the real world in which we all live and upon which the students may have a democratic impact.

Let's go back to the beginning of this article. Media literacy, in the new Argentine democracy is meant to teach students *to face and oppose any reduction of the public sphere*. Media literacy is oriented to build citizens who would know to challenge and use information, to make choices, decisions and judgements, and to participate in a new free society.

As we said before, media literacy should teach students to believe that change is possible and that they have a role to play.

Although the obstacles are more than a few and the challenges are by no means negligible, the first step toward facing them is to insert media literacy as a State policy. The idea, when media literacy becomes part of public policy, is to turn the individual effort into a State commitment.

MILID Practices Can Improve Education and Enhance Democracy in Brazil

Alexandre Le Voci Sayad

The past 15 years have been fundamental for the balance in the Brazilian economic, social, political and educational background. For those who are optimistic, the country has started on the road to civic development. But for the more pessimistic, some social issues have been left behind. To understand the important role of MILID experiences in Brazil today, it is fundamental to know the evolution of the areas mentioned below:

Human Rights/Democracy

After 20 years of military and dictatorial regime in Brazil, beginning in 1984 the country needed to re-learn and enhance democratic processes and institutions. This meant not only holding democratic elections but also reforming laws and re-building confidence in institutions. This included, of course, the space of school as a free place for children and youth to express themselves. The human rights – of all generations – had been abolished during the dictatorial regime – opposition politicians, artists and citizens in general were arrested, vanished, or were simply killed by the regime – a situation similar to that in other South American countries such as Argentina and Chile.

Today there is still a battle among public opinion, media and government about what is wrong or right when one talks about the guarantee of rights. It is reasonable to consider, for example, that free expression is present in Brazilian mass media; but, at the same time, it is hard to find ways to increase the participation of children and youth in public school policies and routines.

Public and Private Education

This field underwent a huge transformation, following the changes mentioned above. During the 1960s, only 70% of the population attended public school – the other 30% simply did not go to school at all and worked at low-paying jobs. The small network of public schools provided a good quality of education. Private schools were very expensive (and still are), and were attended by only 5% of children and youth.

A significant growth of the public network of schools has occurred since the 1990s, and at the same time Brazil has begun improving in economic and social rates. A stronger economy, more effective citizen participation in educational issues and efficient public policies are responsible for this general improvement. Today, almost 100% of Brazilian children and adolescents are enrolled in elementary and secondary school (more than 50 million students, at some 200,000 public schools). Private institutions have raised their attendance to 10%.

Headway has been made progressively in other sectors of education: new and modern indexes for measuring and evaluating education have been created – a first step in guaranteeing a good level of education.

But good news sometimes hides a tougher reality. That growth has not been followed by strong educational quality control, such as teachers' continuous learning programmes or even a modernization of the curriculum (although there are laws that allow and even oblige the government to invest in what happens inside the classroom). Corruption and bureaucracy are education's worst enemies today.

"Dropout" is the huge consequence: around 33% of students enrolled in public institutions quit school before graduation. Research at the university FGV (Fundação Getúlio Vargas) indicates that the main reason for dropping out is merely lack of interest – schools do not motivate adolescents to be part of them, and are disconnected from the communities to which they belong. The second reason is to get a job to increase the family budget. In other words, institutions do not create a dialogue with youth culture and desires, and students give up school in order to work.

Imagine a huge network of schools serving a multicultural population. Most of the time, students do not consider school an important institution to spend many hours of the day at to learn. Private schools are improving in quality faster than the public ones are; but these are the institutions where only the wealthiest can study, and are but a dream for working-class families. In summary, public education in Brazil aims for good policies that bring best practices inside the school, to improve education as a whole.

Non-Profit Sector and Social Companies

During the dictatorial regime, workers' unions and other NGOs that could guarantee more citizen participation in Brazilian society struggled hard to survive. After the rebirth of the democratic process, however, a new non-profit sector scene arose: grassroots organizations old and new started to promote human rights and develop programmes with private, public and international support. In the 1990s, new and modern legislation on non-profit organizations stimulated citizen participation in Brazilian social issues. Today, a wave

of "two-and-a-half" companies (or social companies) is hitting non-profit and profit sectors, and deconstructing old concepts of social work and charity.

An Ideal Scenery for MILID Experiences

An optimistic background after 1984, as seen above, stimulated MILID experiences to approach communities, schools and public policies. Community leaders realized, through their own work, that involving youth and children in media literacy and production is a way to guarantee their free expression, beyond avoiding dropping out of education – because it can create an authentic link between students' culture and school. Actually, media education experiences started in Brazil already in 1950, with the Catholic Silesian priests. During the 1960s, unions and grassroots movements used communication to empower citizens and workers. But it was only in the 1980s that the issue became an important issue in Brazil's public education.

In 2002, the UNICEF report "Mídia e Escola: Perspectivas de Políticas Públicas" ("Media and School: A Perspective for Public Policies") conveyed an important message to NGO leaders: to make a difference in Brazil, the combined experience of the various organizations needed to be used to build up public policies. They were working on a small scale, with small impact. Thus, in 2006, twelve of the most experienced MILID NGOs decide to work as a network (the CEP Network – Communication, Education and Participation) to improve, stimulate and increase public policies on MILID. The real impact of MILID programmes in improving the quality of education can be seen in the "Aprova Brazil" research project by UNICEF. It indicates that more than 40% of the schools evaluated by the Ministry of Education (MEC) as better are developing some kind of MILID project involving students and communities. In other words, MILID programmes can truly update the school agenda, including students' aims and expression.

CEP Network members also believe, based on their experiences, that MILID projects can gradually replace the curriculum of "scattered knowledge", because a media product can merge different subjects and issues into one project. The advocacy of the CEP Network has reached some important goals so far: due to a partnership with the MEC, schools can now choose MILID programmes as complementary activities. More than five thousand schools have decided to adopt this public policy.

The CEP Network members are:

NGOs:

- **Uga-Uga Communication Agency (Manaus, Amazon)** – Teenagers who live in small communities in the rainforest produce newspapers.

- **Auçuba – Communication and Education (Recife, Pernambuco)** – Teenagers from one of the biggest cities in northeast Brazil produce video programmes.

- **Bem TV – Communication and Education (Rio de Janeiro, Rio de Janeiro):** Teenagers create their own TV shows for broadcast.

- **Cecip – Center of Development of Popular Image (Rio de Janeiro, Rio de Janeiro)** – Children and teenagers develop cartoons and newspapers using their own language and sensibility.

- **Cidade Escola Aprendiz (São Paulo – São Paulo)** – The NGO improves education for children and teenagers using communication and art as strategies. The organization also works with local governments to include communication as a subject for teachers' lifelong education.

- **Cipó – Interactive Communication (Salvador – Bahia)** – Video, papers, newspapers and multimedia are produced by teenagers of the poorest areas of Salvador, supported by this NGO.

- **Ciranda (Curitiba – Paraná):** Develops video, websites and newspapers with the socially vulnerable population in the state of Paraná.

- **Communication and Culture (Fortaleza – Ceará)** –Creates newspapers at public schools in the city, involving students in the process. Currently working in three states.

- **Communitarian Organization Movement (Feira de Santana – Bahia)** – Students, journalists and teachers use communication as a political instrument in poor communities.

- **The Image Workshop (Belo Horizonte, Minas Gerais)** – Students learn all the processes involved in photography and video: from the pinhole to digital cameras.

- **Health and Joy Project (Santarem – Para)** – This education and communication programme is used to disseminate health information to small poor communities along the river at rainforest sites.

University:

- **NCE – Center of Education and Communication – University of São Paulo** –Conducts academic research and produces a radio programme merging the public schools of São Paulo. In 2010, NCE introduced a graduation course on MILID.

Meanwhile, other initiatives are increasing the MILID background in Brazil. Since 2002, one of Brazil's most important private schools has been developing "Idade Mídia", a successful MILID programme created by the "Media Education Lab" that has inspired other programmes at public and private institutions. At the same time, the University of São Paulo (USP) has started offering a MILID degree, recognized worldwide.

MILID Disambiguation

I employ a very open and free use of the concept of "MILID" in this article – aiming to simplify the overview of media education projects in Brazil.

Brazil's MILID programmes are synonymous with media production, generally by youth and children, tutored by teacher pairs. They produce videos, newspapers, radio programmes and websites focused on youth or community issues and concerns. The process generally includes the following phases:

- Media literacy and mass media speech analysis
- Intercultural debates
- Independent civic media production
- Publishing or broadcasting locally

There are some concepts and uses of other words that can sometimes present significant differences, considering the practice itself. Some universities also reject some concepts, preferring to adopt other ones for various reasons, some related to the concepts' political origin and etymology. Controversies are common between professionals, academics and students.

The most popular concepts are:

Media Education (Mídia- Educação): A more generic expression, linked to the European concept of "Media Education" used by UNESCO as well as some NGOs and universities.

Educommunication (Educomunicação): Created by the Colombian Professor Jesus Martin Barbero, this concept is linked to grassroots movements and the first experiences promoted by the Silesian priests. Academics hold that

Educommunication is a new scientific field rather than simply a blend of the Communication and Education fields.

Media Literacy (Alfabetização para a Mídia)**:** An old-fashioned concept, as most projects go beyond literacy to media production. More frequently used by high schools as part of a programme, project or subject.

The Near Future

As seen, there is a large range of experiences and diversity when we consider MILID programmes in Brazil. Ironically, despite all the effort of the CEP Network, UNESCO, UNICEF, the Media Education Lab and other organizations, MILID programmes are still far from being addressed in the public policies. In the near future, these projects still have a long way to go to amplify their impact on education quality. Teenagers and children can produce media as an extra activity at some schools, but what about the old curriculum, which puts school at the bottom of students' priorities? Can MILID practices replace the old curriculum? The Media Education Lab and the CEP Network are focused on, concerned with and working on these issues. Possibilities for working on developing mobile apps and products for Internet 2.0 are alive and unexplored; virtual spaces look to be an uncharted territory" for MILID experiences in Brazil. At the same time, following market laws, technological gadgets are growing cheaper every day, allowing schools and other public sites to offer students Internet access.

Qatar Educators Learn to Integrate Media Literacy into Curricula

Magda Abu-Fadil

Over 70 Qatar-based educators from 42 schools took part in media literacy workshops in October 2012 to learn about becoming more communicative by engaging their students across various platforms and by acquiring skills in the use of social media for educational purposes.

"I really enjoyed this workshop that helped expand my horizons regarding media literacy," said Nihal Azmi, one of the participants in the three one-day training sessions organized by the Doha Centre for Media Freedom.

It was a revelation for many of the teachers and school coordinators who participated in the short courses, while others who already used different media and applications felt that the training reinforced their abilities and provided them with new perspectives on how to impart knowledge. The workshops' aim was to explain to teachers how their students consume media, how they can use this knowledge to improve their communication with their students, and how to use today's media as teaching tools in their curricula. Teachers learned about devices their students use, including smartphones, cross-platform laptops and PCs and tablets, to watch videos, play games, and upload content onto various sites and social media vehicles.

The training by *Media Unlimited* director Magda Abu-Fadil introduced primary-to-secondary school teachers and coordinators to UNESCO's *Media and Information Literacy: Curriculum for Teachers,* an invaluable reference available in four languages. The book, aimed primarily at teachers, features the convergence of radio, television, the Internet, newspapers, books, digital archives and libraries into one platform to define media literacy in a holistic manner.

Part I of the book, entitled "Curriculum and Competency Framework," focuses on definitions of media and information literacy, benefits and requirements of MIL, a curriculum for teachers, how such knowledge is used for democratic discourse and social participation, evaluation of media, as well as information and media production and use.

For any programme to succeed, teachers first must grasp the notion of information literacy, which the book clearly outlines and illustrates at the outset. To do so, teachers should define the information needs in question, locate and ac-

cess the information, assess it, organize it, make ethical use of it, communicate it, and process it, using information and communications technologies.

Moving on to media literacy, teachers are encouraged to understand the role of media in democratic societies. They are prompted to view conditions under which they can engage with media for self-expression and participation, and review skills needed to produce user-generated content. For teachers more accustomed to traditional learning and teaching methods, it may appear a daunting task given the effort and time needed to acquire the requisite skills to keep up with the latest technological advances and programmes that facilitate such communication. The pedagogies involved are, appropriately, the issue-inquiry approach, problem-based learning, scientific inquiry, cooperative learning, textual and contextual analyses, translations, simulations and production.

Part II of the UNESCO book provides "Core and Non-Core Modules" on freedom of expression and information, citizenship, democratic discourse, understanding the news, and ethics in the media. Thanks to the modules, teachers are also drilled in the intricacies of advertising, languages, library skills, the Internet, photography and digital editing.

Different Levels of Literacy in the Arab World

In Qatar and much of the Arab world these concepts take time to gain acceptance. Rote teaching and learning have not yet fully morphed into across-the-board ICT-based methods, in part because of lacking infrastructure and meagre physical and financial resources. Literacy varies from one Arab country to another, which in turn is reflected in the success rates of media literacy initiatives wherever they exist. In the case of Qatar, the tiny Gulf emirate jumped on the media literacy bandwagon after this writer in 2007 presented a paper entitled "Media Literacy: A Tool to Combat Stereotypes and Promote Intercultural Understanding." The paper was commissioned by the United Nations Literacy Decade Unit for the Conference "Literacy Challenges in the Arab States Region: Building Partnerships and Promoting Innovative Approaches", held in Doha in March 2007.

In the research paper I argued that media literacy as a subject was rarely taught in schools in any organized way and was often couched in vague terminology within university courses that failed to address the raison d'être of mass communication tools, their financial support systems, or the various influences that could transform them into weapons of mass deception:

> *The very concept of critical thinking that underpins media literacy seems alien to young people weaned on a steady diet of rote learning and passive intake. This is particularly evident in schools following the French and Arabic educational systems where the very idea of questioning authority has, traditionally, been anathema. Even British and American systems*

have sometimes fallen short of their stated goals of effective learning and questioning. Raja Kamal, an associate dean for resource development at the Harris School for Public Policy Studies at the University of Chicago, said higher education in the Arab world had performed inadequately and produced graduates who were having a difficult time integrating and assimilating into the global economy. 'The vast majority of Arab universities teach their students what to think instead of how to think,' he said. 'Unless this mentality changes fast, little hope of progress will be seen on the horizon' (Kamal, 2007). Kamal urged Arab countries to incorporate higher education into their strategic planning and create a partnership between the private sector and educators.

What were the shortcomings identified in 2007, how did media shape the ideas and beliefs of young Arabs, and how has the landscape changed since then? In the paper, I write:

This is part of a larger existential question: what is Arab identity? According to Sadek Jawad Sulaiman, a former ambassador of Oman to the U.S. and chairman of Al-Hewar Centre's advisory board in Virginia, the Arabs are defined by their culture, which, in turn, is defined by its twin constituents of Arabism and Islam. 'Beyond that, he or she might be of any ancestry, of any religion or philosophical persuasion, and a citizen of any country in the world,' he said. 'Being Arab does not contradict with being non-Muslim, or non-Semitic, or not being a citizen of an Arab state' (Sulaiman, 2007). To understand the Arab identity well, one has to understand at some depth the Arab culture that shaped and formed it, he said, adding that such a culture was not averse to peace, progress and cooperation with others.

Sulaiman argued that the timeworn arguments of lack of freedom, mediocre educational systems, despotic governments, religious and social strictures were valid enough but secondary causes of the Arab nations' lagging behind other countries. The sad reality, he said, was that 'the Arab intelligentsia, upon whose expertise both the Arab governments and people have relied, the former for their loyalty, the latter for their leadership, have yet to sufficiently appreciate the crucial importance to their nation of uniting, democratizing, and moving progressively ahead' (ibid.). The Arab intelligentsia has been more prone to follow or reflect or even amplify the trend and mood of the day than to elucidate, educate, leading to a shortfall in equal citizenship rights, democratic governance, and comprehensive human development, he said. So we are starting with some heavy baggage but any attempt to lighten it means we need serious introspection, self-correcting measures and practical steps to move ahead and make inroads.

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Six years later and countless travels across the region reveal that there has been slow progress in implementing media literacy programmes in the Middle East/North Africa, and that critical thinking is not embedded in the educational systems of many countries. But this has not prevented enterprising groups of educators and others from seeking to make a difference by introducing new concepts and methodologies that allow students to think outside the box and empower them to channel their energies into projects that depend on assorted media platforms. The section "Knowledge of Media and Information for Democratic Discourse and Social Participation" in UNESCO's *Media and Information Literacy: Curriculum for Teachers* provides a very useful 20-point plan to fill existing information gaps in Arab countries.

Case Study: Lebanon International College

To illustrate how some institutions in the region have put a positive spin on MIL, this writer used Lebanon's International College *(IC)* as a case study of a private K-12 school that has incorporated media literacy in all its subjects.

As such, I urged the Doha teachers and coordinators participating in the workshops to learn their students' language as the IC teachers had. The vision of IC is "to inspire the learners of today to be global citizen leaders of tomorrow," the school's Executive Vice President Mishka Mojabber Mourani told me, adding that its mission emphasizes critical thinking that will lead its students to become role models in a global society.

According to IC, a global citizen is one who is able to "read" and use various media that inform people's lives in an effective manner.

Mojabber Mourani explained: "There are several instances of Media Literacy instruction in our curricula. Teachers use print and electronic media to teach students to read between the lines, looking for bias, hidden agendas, and deliberately misleading information. Teachers also ask students to analyze what they are seeing and feeling in terms of audience effect."

Specifically, the International Baccalaureate curriculum incorporates the teaching and use of media literacy in the subjects of Language, Social Studies and Information Technology in a Global Society (ITGS). Some extended essays for ITGS have addressed this topic. Examples include the role of media and Internet technology in the "Arab Spring," said Mojabber Mourani. "Students looked at the work of journalists, blogs and social media and reported their findings."

In Social Studies, history learners have looked at opposing viewpoints and propaganda in their examination of World War I and World War II, such as "Foreign Press Reaction to the Munich Pact" and "the Impact of Stalinist Posters or the Impact of Nazi Posters." Students have then viewed YouTube speeches of Soviet leader Joseph Stalin and Nazi German leader Adolf Hitler as well

as YouTube videos of the documentary series "The World at War," and accessed several primary source documents and evaluated them in terms of who? why? when? where? and for what purpose?

Media Literacy is also a major part of IC library skills classes conducted for interdisciplinary projects at the school. Students are taught to evaluate websites for bias and the agenda of the person(s) responsible for the site.

Students also learn to use various databases to determine whether information in certain articles is relevant to their research purposes and needs. Another lesson shows students how to narrow their search by eliminating terms and URL extensions such as **.com** to avoid possible bias or hidden agendas in their results.

"We also teach students to use the database *Global Issues in Context* to help them see several sides of an issue," said Mojabber Mourani. "Another site we introduce students to is the Glean Comparison Search in association with Boolify.com. The site helps students develop search terms to look at two sides of an issue and then provides suggested websites that deal with each side of it."

In all their coursework IC students are encouraged to use appropriate media to communicate, thus bringing literacy full circle. Students develop blogs, videos, slide presentations, podcasts, posters, etc., to communicate their findings and express their viewpoints effectively.

Learning Outcomes of the Doha Workshops

During the Doha workshops, Abu-Fadil briefed participants on the media's evolution from traditional print and broadcast organizations to online outlets, converged integrated organizations, and social media that are the preferred vehicles for students. The teachers saw a need for more specific training to help them translate their understanding of media and the requisite tools to applicable skills they need in the classroom. A number called for follow-up workshops.

Abu-Fadil also stressed the value of functioning in a multilingual, multicultural environment as well as the importance of studying history and keeping up with geographical changes in the world.

As a complement to the teachers' courses, the Doha Centre for Media Freedom embarked on a training programme for students at Qatar-based public and private schools to raise awareness of the importance of media and press freedom, and to provide hands-on training in pitching story ideas, creating news packages and conducting interviews.

DCMF's Media Literacy team hopes to implement media studies as a mandatory subject in all schools across Qatar.

"We are in talks with the Supreme Education Council and hopefully by next academic year, media literacy will be taught in schools around Qatar," said

Rania Khaled Al Hussaini, senior coordinator of the centre's Media Literacy Program.

It was gratifying to see students participating in the workshops as young reporters who covered the training, interviewed participants and this writer, and posted their videos online.

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Wilson, C., Grizzle, A., Tuazon, R., Akyempong, K., Cheung, C-K (2011) *Media and Information Literacy: Curriculum for Teachers*, UNESCO.

Video Clips from the Workshop

Media Literacy Workshop for Teachers Day 1, by the Doha Centre for Media Freedom, 2012 http://www.youtube.com/watch?v=DKcDAC_KkwY&feature=plcp

Media Literacy Workshop for Teachers Day 2, by the Doha Centre for Media Freedom, 2012 http://www.youtube.com/watch?v=aTMr-fMTJgA&feature=plcp

Media Literacy Workshop for Teachers Day 3, by the Doha Centre for Media Freedom, 2012 http://www.youtube.com/watch?v=H1CV8lfpFx0&feature=plcp

Doha Centre for Media Freedom

The Doha Centre for Media Freedom (DCMF) is a non-profit organization working for press freedom and quality journalism in Qatar, the Middle East and the world since 2007. DCMF's work is based on the notion that press freedom and quality journalism are vital for empowering citizens to participate in social and political life. Well functioning media are crucial for healthy societies and sustainable economies. The DCMF focuses its activities in three domains: Direct assistance to journalists; Training and education; and Research, reflection and memory.

http://www.dc4mf.org/

Media Unlimited

Media Unlimited was founded to establish and maintain high standards for professional journalists and organizations or individuals dealing with the media across the Middle East/North Africa region.

http://media-unlimited.info

The "Culture Quest" Project

Media and Information Literacy & Cross Cultural Understanding

Jun Sakamoto & Kyoko Murakami

It is becoming increasingly clear that media and culture play important roles in our contemporary life. With the rapid growth of new media such as information and communications technologies (ICTs) comes proliferation. Such vast amounts of images and information, which are accessed and shared by citizens of all ages around the world, affect our everyday choices and behaviors. Therefore it is imperative that we understand not only our own culture, which includes ways of thinking, values and attitudes, but also that of others. To promote cultural understanding, we have introduced the practices of the CultureQuest project.

CultureQuest (CQ) is an inquiry-based classroom project that explores other peoples and cultures by utilizing ICTs. CQ was originally created at the Center for School Development of the School of Education, the City College of the City University of New York in 2002. In this project, students and children established their CQ projects by searching for cultural experts who knew the target culture and people, exchanging ideas with others using the Internet (Skype, websites, and CMS), producing media as a project, and making presentations.

After practicing CQ projects for several years in Japan, the project of CQ Japan adopted the theory of media and information literacy in 2007. The reason was that there had been a great deal of biased information on the Internet bulletin board community regarding Asian countries, including China, Korea, Japan and possibly everywhere. Thus it is necessary for all citizens of any age to learn about and assess the relevance and reliability of media images and information resources, and Japanese children are no exception. Because most Japanese children have limited opportunity to learn critical thinking skills concerning media texts and production of media, teaching media and information literacy (MIL) in the classroom is imperative.

The present paper describes a CQ project between Japanese and Cambodian elementary schools. To go further, the framework of MIL, called "5Cs" and "3C Phases" in the CQ project, provides a good starting point.

Frame of "5Cs" in MIL and "3C Phases"

The basic framework of the MIL is based on five Cs: critical thinking, creation, communication, collaboration and global citizenship (see Figure 1). Up to now, ideas about creation and critical thinking in relation media are well-known concepts in the area of media literacy. The concepts of "communication" and "collaboration" are added, and the concept of "global citizenship" is central as a key consideration.

Literacy refers to the ability to communicate with others. Therefore, the concept of "communication" requires a better understanding of media reading and writing in diverse cultural settings. At the same time, working together – producing media with others collaboratively – requires a higher degree of critical thinking and communication skills. This is because participants from diverse cultural backgrounds involved in collaborative work require more durable relationships and higher intensities when working together, as opposed to alone. The five key concepts or 5Cs are as follows.

Figure 1.
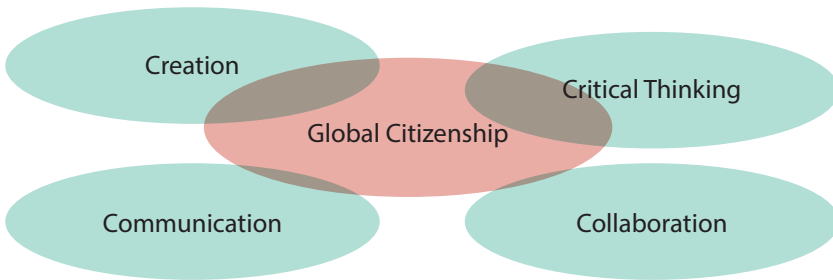
The CQ practices, which are based on cultural exchange projects, contain three phases or 3C Phases, depending on the degree of the activities. These are Correspondence, Communication, and Collaboration. All 3C Phases include the elements of the 5Cs of MIL. At the same time, one phase does not always occur independently, and multiple phases may accrue depending on the degree and extent of mutual understanding.

Regarding the 3Cs in the cultural exchange projects in classroom settings, the first phase of "Correspondence" includes shorter-term cultural exchange programs. Two groups share a less clearly defined mission and effort. Children and students are, therefore, recognized as a group rather than as individuals, and each group retains leadership and resources. Nonetheless, the exchange program with foreign cultures helps children and students discover differences between other people and cultures, as well as recognize similarities between oneself and others through activities. Examples of the first phase include one-

day TV conferencing via the Internet, exchanging video letters, and/or commenting on the bulletin board.

The second phase of "Communication" involves relatively longer cultural exchange programs. Children and students engage in face-to-face communication with their counterparts. In this phase, children and students communicate with their counterparts as individuals, rather than as a group, by using simple words and body language. The "Communication" phase is based on the autopoiesis theory of self-created and interactive systems involving deep human feelings, emotions, and sympathies for each other.

The third phase of "Collaboration" requires longer-term relationships with comprehensive planning and well-defined communication channels operating on all levels. In this phase, children and students share a common mission, working with someone from another culture and creating new values together. Examples are computer-supported collaborative learning and collaborative media production, so that children learn both the differences and similarities between themselves and their counterparts, and get over stereotypes.

In the 3C phases, children and students sometimes experience the "resonance" action that is based on the autopoiesis theory of self-created systems. The resonance action can occur in any phase, and strongly influences the development of correspondence, communication, and collaboration, because it also generates and shares strong human feelings and sentiment. In the next section, the outline of three projects provides examples of the 3C Phases and of resonance action.

Method and Outline of Three Projects

The CQ projects in Japan have been carried out on three levels, such as universities, elementary and secondary schools. This paper introduces three projects that have been underway at an elementary school since 2009.

(1) Background of activities:

In March 2009, we visited and researched the Vocational Development Training Organization elementary school, which was an informal school existing in a slum area of Phnom Penh City, Cambodia, in order to start a CQ project with Japanese elementary schools. This school was chosen because it had culturally unique features and fewer start-up obstacles owing to several intermediaries. The intercultural exchange program required an Internet connection. Therefore, basic infrastructure was prepared for the Vocational Development Training Organization (VDTO) elementary school. We were able to engage in video conference using Skype.

The counterpart school in Japan was the Shishibone-higashi elementary school in east Tokyo. Three classes of fifth grade children participated in this

project. Collaborating with three Japanese teachers of the fifth grade, a VTDO principal and a VTDO English teacher, we have practiced cultural exchange activity since September 2009 by using Skype with the VDTO elementary school. To run the project properly, advance teacher training in Cambodia was an absolute necessity. At the same time, we have given media literacy lectures for Japanese elementary children in order to promote cultural understanding of Cambodia.

(2) Hours, participants and supports

A CQ project requires approximately 6 and 8 classroom hours depending on the degree and extent of activities. Both Japanese and Cambodian elementary schools participated in this project. Project partners were three fifth grade classes: approximately 100 children at Shishibone-higashi elementary school, Tokyo Japan, and approximately 30 children in the third through sixth grades at the VDTO elementary school, Phnom Penh Cambodia.

There were many supporters and volunteers in this project, approximately 12-14 college students from the Faculty of Lifelong Learning and Career Studies of Hosei University, Tokyo Japan, and approximately 10-15 students from the Japanese Business Department at Mekong University, Phnom Penh Cambodia. Japanese college students have supported CQ project activity in elementary schools by facilitating group activities, helping children's video production, and translating Japanese into English. Cambodian college students also help children's group activities. Their support has been crucial, particularly for simultaneous interpretation from Japanese into Khmer.

Processes, Results, and Discussion

(1) Pre-activity of a CQ project

Before Japanese children made video letters (the first phase of "Correspondence"), approximately 100 Japanese children in fifth grade and approximately 30 Cambodian children participated in the Skype communication project. In order to deepen the cultural backgrounds of Cambodian children and develop a friendship with them, Japanese children learned about Cambodia's basic culture and about how Japanese TV shows have portrayed people in Cambodia. At the beginning, we tried not to show them the negative images of Cambodia, such as poverty. Rather we presented them with Cambodia's rich culture and the ordinary life of their counterparts. We spent two hours on this basic reading and writing of media (critical thinking skills), so that Japanese children would notice the images and assumptions that may be embedded in the media messages.

For Skype communication, there were mainly two difficulties: the one was language (Japanese vs. Khmer) and the other was the limited Internet cables

in Cambodia. To solve the former problem we asked Cambodian students at Mekong University who studied the Japanese language to translate from Japanese into Khmer in advance. Sample questions included "What is your future career?" "What food (subjects) do you like?" "What is your image of Japan?"

At the same time, we translated Japanese into English, as some of the Cambodian children understood simple English. Our Internet communication equipment consisted of cell phones. Though we had help with interpretation in both Japan and Cambodia, it was also difficult to convey subtle meaning in our communications. Therefore, the children also used body language, gestures, song, and play.

Photograph 1. Skype Exchange Meeting in Shishibone-higashi Elementary School (September, 2009)
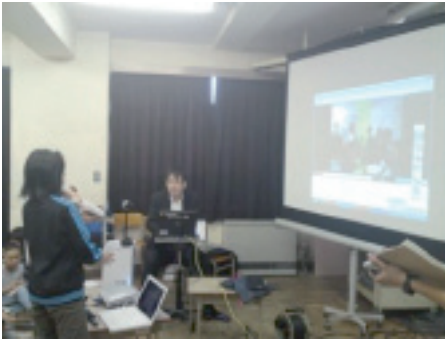
A successful case of resonance action happened unexpectedly between the Japanese and Cambodian children during the Skype meeting. For instance, when the Cambodian children sang "do-re-mi" in Khmer for them, all the Japanese children naturally knew and chorused "do-re-mi" together in Japanese. Then some Cambodian children played the accordion and some Japanese children played flutes together during the Skype meeting. It was a fortuitous event; there was resonance in both the Japanese and Cambodian children (see Photograph 1).

Many children expressed strong positive impressions of this event, and it should remain long in their memories. Yet this was only the introductory stage of the 3C phases, because there was less constructive and substantial communication. To introduce the activity of the first phase, we started producing video letters.

(2) Phase 1 Correspondence: producing video letters

After the Japanese children had received basic training in reading and writing media as well as using Skype, they started producing video letters for their counterparts at the VDTO elementary school and got feedback. There were three classes, with approximately 33-34 children in each class. The children

formed themselves into six groups of five or six members in a class, so that there were 18 groups altogether.

Though class activity hours were very limited (only 4 hours), children were planning a theme (e.g. school life, Japanese food, industry in our town), drawing the storyboard and taking pictures. All groups were required to include a self-introduction and messages to the Cambodian children in this project. At the same time, college students at Hosei University who belonged to the colloquium supported children's classroom activities including editing the images in the children's DVD pictures. Since there were 18 groups working all together, the systematic support of college students was needed to lead this project.

Photograph 2. Lecturing and Storyboard-making of Video Letter Production (October, 2009)

It took approximately one month to produce the DVD movie. According to the children's comments, the most difficult part was recording their narration. Several children reported that they tried not to use language because they do not speak Khmer and/or English; rather they took videos that would portray their messages such as eating school lunch, singing songs in music class, or performing traditional school dances. Many children commented that they very much enjoyed producing video letters, remarking on their shyness and excitement in relation to the new experiences.

When the college students completed all of the children's video editing, we brought them to Cambodia as their field research training in November. The students showed the Japanese children's videos to their counterparts. Then we conducted the Skype meeting between the Japanese and Cambodian elementary schools again in Cambodia. At the same time, both the Japanese students at Hosei University and the Cambodian students at Mekong University collaboratively produced a documentary video of the children at the VDTO. As in the previous video meeting, the Cambodian children saw the Japanese children's video letters in advance with proper Khmer interpretation by students at Mekong University. The Cambodian children had many questions.

Photograph 3. Video Conference in Cambodia (November, 2009)

Regarding the Japanese children, there was an agreement with elementary school teachers that we should not show life ing the slum area where the Cambodian children lived until both groups of children had established mutual understanding for each other. We gave priority to the children building friendships over showing the reality of a life of poverty in Cambodia.

After several Skype communications with children at VDTO, the Japanese children had positive comments. Many children expressed that their Cambodian friends seemed so energetic and happy, though they began to notice the poor environment of the Cambodian school. In addition, the Japanese children expressed strong wishes for building more personal and individual friendships with the Cambodian children. Thus we moved from the first phase 'Correspondence' to the second phase 'communication;' this involved "face-to-face" communication

(3) Phase 2 Communication: "face-to-face" communication

The main focus of the second phase of communication was practicing individual communication. Each child learned to recognize their counterparts' face and name individually, rather than as a group of Japanese and/or Cambodians. We supported "face-to-face" communication because many cases of discrimination or prejudice are due to not knowing one's counterparts as individuals. Concerning the problems with language and large numbers of Japanese children, the toss, or "scissors-paper-rock" was chosen as the next activity.

Photograph 4. Toss and Play in Video Conference (March, 2010)

Cambodian children also know this game, therefore both the Japanese and Cambodian children played it using Skype communication in March. We made several rules so that the Japanese children would cheer in Khmer before the toss. Both the Japanese and Cambodian children pasted their name-tags on their chests, spelling their names using Roman letters. Both the Japanese and Cambodian children introduced their play, sports, and music to each other.

After the toss event, the children's comments were very positive. All children said they enjoyed themselves when playing scissors-paper-rock, singing school songs, and/or performing short stories using gestures, play and song. The most interesting observation was that each child called their counterpart by a personal name. At the same time, many children commented that they would like to play with their Cambodian friends again:

> *I enjoyed playing the toss with Rotta. I couldn't make myself understood, but I've managed to get through to him.*
>
> Shinya
>
> *I really enjoyed not only playing the toss but also watching other friends playing the toss. I want to play the toss with Tappi again and again. And if it is possible, I want to see her!*
>
> Nana

It seemed that both children were familiar with each other, and they wanted to build a closer relationship with their individual counterparts.

(4) Phase 3 Collaboration: Making picture stories together

The 2009 practice was one example that advanced two phases of activities: correspondence and communication. In September 2010, we added a challenge to the activity, which led the third phase of "cooperation", by using a web platform service called NOTA (http://nota.jp/). The application called "NOTA" allowed

multiple users to draw pictures at the same time, regardless of where each person was online. There were two activities. One activity involved creating stories and pictures alternately to make one complete picture story together. The other involved drawing pictures together in real time.

Creating online stories and pictures alternately was one of the most creative and challenging activities for both the Japanese and Cambodian children. It led both groups of children to imagine the scenery and create their own stories. This time the Japanese children made the stories and drew pictures first, and then the Cambodian children continued the previous stories and pictures. In the end, they had created one complete picture story collaboratively.

Photograph 5. Children Drawing Pictures in PC (October, 2010)

To carry out this project, we trained volunteer teachers at VTDO, who were also college students at that time, how to use the NOTA drawing software. When both the Japanese and Cambodian children created picture stories together online, the volunteer teachers showed the children at VTDO how to create stories and draw pictures using NOTA.

Although there were language problems particularly in story interpretation, both groups of children completed story pictures together. We owed the successful outcome of the project to the student volunteers. In terms of story synopsis or scenario, nevertheless, language was a limitation for both the teachers and children on each side. Thus, the Japanese children made their own stories when they received story pictures from the children at VDTO. The pictures made by the Japanese children seemed to be more figure-oriented because they used ready-made figures, while many of the Cambodian children drew their pictures by hand.

Photograph 6. Drawing Pictures by Cambodian Children (November, 2010)

Another activity involved drawing pictures together at the same time using a simple electronic board and a projector when we visited VTDO. We established the same theme, such as "my town" and "the sea," and the children in both Japan and Cambodia drew pictures in real time. At the same time, we used Skype communication. The children tried to explain what they had drawn on the electronic board. Nobody could predict what kind of pictures the children would actually draw, but we identified many interesting points in the process.

Photograph 7. Drawings by Children in Cambodia (Left), and in Japan (Right) (November, 2010)
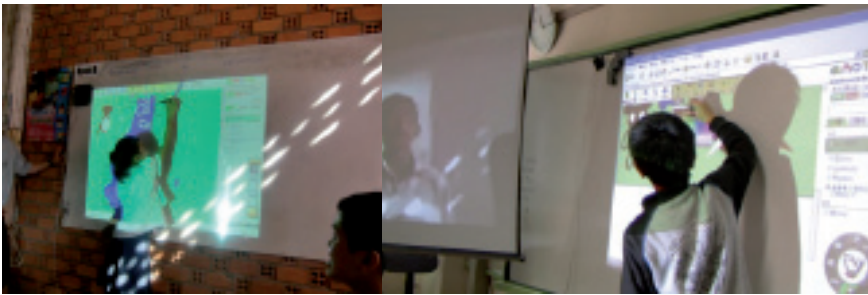
Children on both sides carefully drew the picture. Because the other party's picture would be displayed little by little, the children had to remember that they would finally create one picture as a whole. Therefore, both classes were looking at the children's drawing screens simultaneously.

Figure 2. Children's Drawings: "My Town" (Left) and "Sea"(Right) (November, 2010)

Figure 2 portrays pictures that both the Japanese and Cambodian children drew. The picture theme on the left-hand side was "my town" and of the right side was "the sea." Each children's group had very different drawing styles. The Japanese children tended to draw the pictures by using pre-drawn computer figures, while the Cambodian children tended to draw pictures by hand using the mouse. Both groups drew one picture together by adding clouds in the sky, and other details.

Though the collaborative activities that were part of the correspondence, communication and collaboration phases, the children learned not only critical thinking skills and production of media, but also inter-cultural understanding as global citizens. The important point of exploring CQ projects is, therefore, to acquire an appreciation of diverse cultures, both other cultures and one's own culture.

Media Literacy as a Way to Build Democracy

Ragna Wallmark

The media constitute a powerful tool for information dissemination as well as for democracy. In order to take full part in a democratic society and to make your voice heard as a citizen, you need to be not only literate in traditional sense, but also media literate. Media and Information Literacy (MIL), having the ability to access, analyze and understand but also to create media in today's media-saturated world is an essential life skill for all citizens and for children and young people in particular. Media literacy education strengthens our ability to cope with the new media landscape through empowerment and knowledge and should be included in the curriculum at all school levels.

For media producers, media literacy deepens their understanding of how the media works in a modern context, and how to produce engaging, attractive and yet responsible media content for children and youth. The media are in an important position in that they are able to generate debate on children's issues and give children a forum in which to voice their own opinions. The media can help secure children's rights directly by soliciting the views of children and addressing topics from their point of view, and by supporting children's ability to be active participants in their own lives. If they are to produce content that is relevant to future media literate audiences, broadcasters also need to consider how to open the field to more user- generated content. Media literacy goes hand in hand with building democracy, and audiences want to have a say!

Fusing Education and Media in Intercultural Dialogue

In a new media literacy project, Vietnam and Sweden – two very different countries situated far from each other and yet with a great deal in common – will collaborate in fusing education and media through intercultural dialogue. One of the benefits of international collaborations is that when you see your challenges in the eyes of someone with a different approach, it can be an eye opener and provide inspiration for new ideas. We hope to develop new ideas on how to implement media literacy and that both countries will benefit equally and use these new ideas in their own cultural context.

Sweden and Vietnam have a long and successful history of collaborating on capacity development in media institutions, including training of journalists and media managers. However, little emphasis has been placed on media for and about children and youth, in spite of the growing concern about how the young are affected and influenced by new media technologies, social media and games, and the increasing amount of media.

There is an obvious need for a deeper understanding of the importance of media literacy skills. This new project brings together media and education in a joint venture and will hopefully meet an important need in both countries and of all partners involved. The aim is twofold: to contribute to improved media literacy for and empowerment of children and youth in Vietnam and in Sweden, and to establishment of a network of media houses and schools with an interest in media literacy as well as provide a toolkit for teachers and media producers to support and guide their work together with children and youth in Vietnam and Sweden.

What We Can Learn from Each Other

Public service broadcasters and other Swedish network partners have worked with media literacy, and attempts have been made to involve children and youth in media production. Collaborations have also been built between schools and the media. Knowledge about how to integrate media as a learning tool into the Swedish school curriculum can still be developed and would benefit from an international perspective and exchange of experiences.

Another benefit for partners in Sweden would be to learn about media production in an environment where guidelines and principles are challenged in ways quite different from what they are used to. In Sweden, Public Service Broadcasting (PSB) and freedom of the press are often taken for granted, and as if they were a given. The important role of the media as a tool of democracy and freedom of expression may become clearer when the different circumstances prevailing in other countries are understood, which in turn may strengthen efforts to protect PSB in Sweden, where an on-going debate is challenging the very idea and importance of PSB.

Our media partners in Vietnam, the television channel VTV 6 and the publishing company Sinh Viên, are dedicated to children and young people. Both are interested in improving their knowledge as well as the ability of staff and management in the fields of reporting about and for children and youth, and in involving children and youth in media production. This is important if they are to build and maintain content quality standards as well as deal with the rapid changes and challenges faced by all types of media in Vietnam today.

In the Swedish schools and the entire field of education, ideas on critical thinking and using the media in education became popular as early as in the

1970s. During the past decade, several large-scale projects on media literacy have been run in Sweden and internationally with the help of Swedish expertise. Some of these projects have also tried to build bridges between the fields of media and education. Although media literacy concepts and skills have been present in Sweden for a long time, a great deal remains to be done in terms of implementation.

In the Vietnamese schools, the concept of media literacy is virtually unknown. The idea of using media as a tool for learning, and media education in itself, has been tested in a very limited number of pilot projects, but there is a keen interest in developing methodologies and pedagogy, and in modernizing the style of education to enhance pupils' independence, self-reliance and self-expression.

It is our hope that the media literacy cooperation project will create opportunities for staff and consultants to exchange experiences and ideas with colleagues, and thus to form a network. Exchange with colleagues in other parts of the world is challenging and makes one scrutinize and reorganize one's long-held understandings and perceptions of routines and work flow. More specifically it will be of benefit to all media partners to become familiar with different working conditions, and we will have a great deal to learn from each other regarding ways of producing media for, about and with children and youth.

The Project

The ideas underlying the envisioned media literacy project comes from the partnerships, projects and experiences shared by the involved partners and individuals behind this new project in Sweden and Vietnam. One of the most important forerunners is the Film-in-School- project that first introduced the concept of media literacy for children and youth in education, first in Sweden and then in Vietnam (2005-2009). The project introduced the idea of media as a new pedagogical method into the Vietnamese school curriculum.

In addition to the Film-in-School project, the key individuals working on the new envisioned media literacy project have been involved in several different media capacity development projects. These include giving in-house training courses in Vietnam at the one of the main partners (Sinh Viên) as well as children's television projects in collaboration between the Swedish Educational Broadcasting Company (UR), Vietnam Television (VTV) and the Asian Institute for Broadcasting Development (AIBD). The aim of these activities was to improve skills and to increase knowledge and competence concerning how to involve children in planning and production. Two of the workshops held collaborated with one of the schools active in the Film-in-School project, effectively connecting teachers, children and media producers in a creative collaboration.

The experiences from these successful but somehow limited projects resulted in the idea to join forces to develop a new and unique project, fusing media and education. The idea and project outline were developed through a participatory approach involving partners in Sweden and Vietnam. With the help of a planning grant from the Swedish Embassy in Hanoi, a series of strategic meetings and workshops have been held in Vietnam and Sweden. Potential partners have discussed how a new media literacy project could be of benefit to children and youth, policy-makers, school leaders and teachers, as well as media producers in Sweden and Vietnam.

Our vision is to create a platform and a network for media literacy practitioners in Vietnam and Sweden coming from media houses and schools. An educational package, a multimedia toolkit, based on proven knowledge and media literacy methods will be one of the end results of the envisioned collaborative project, tailor-made to suit the Vietnamese context.

Producing the toolkit itself will be a learning process through which the partners will acquire knowledge in programming, pedagogy, project management and communication. The partners in Vietnam will have the right to use the material as they see fit.

Target Groups and Project Activities

The target groups for this project are media producers, children and youth, teachers and school leaders. The proposed project activities include: setting up media literary teams at the partner's media house; running workshops for skills training and production of media literacy Toolkits; a study tour to Sweden for Vietnamese partners of relevant media houses, schools and institutions, including UR. This will be an important step in strengthening professional ties and promoting future collaboration that will enhance the sustainability of the partnership.

A series of workshops will be held with Swedish trainers in Vietnam. The workshops will have a training component where media producers will learn about media literacy and practice skills related to media production for children and youth. Workshops for teachers and school leaders will include experiences from UR´s work with media as an effective learning tool in all subjects in the curriculum.

UR is especially important when building strategies and collaborations between the media and schools. UR is at the forefront of media pedagogy in Sweden, which has a long tradition of stressing the importance of media and information literacy, critical thinking and self-expression – especially in education. UR has worked with media literacy for many years, producing pedagogical radio and television programs along with other learning tools such as games, interactive websites and teachers' guides for schools.

Enhancing media literacy among children and young people requires that school leaders and teachers themselves become media literate. A focus on teachers is key to achieving a multiplier effect: from media-literate school leaders and teachers to their pupils and eventually to society as a whole.

Unesco states that teachers are more likely to embrace media literacy education if it connects with pedagogical strategies that improve how they teach traditional school subjects.

By educating pupils to become media literate, teachers will be responding to changes in their role as educators, as teaching moves away from being teacher-centered to becoming more learner-centered.

We hope that the school leaders/teachers and children who are active participants in the project will contribute to the development of new teaching methods; understand the role and functions of media in society but also learn to critically evaluate media content and encourage their pupils to use media for self-expression and democratic participation.

Media have come to permeate society and children's everyday-life, and this is why children must become media literate. Children must learn to access and analyze media messages. They must also understand how media are produced and how to create their own media. In addition, policymakers and the media themselves must become more aware of the responsibilities and challenges involved in producing media for, about and with children and youth.

We hope that our media literacy cooperation project will play an important role in increasing awareness and skills in Sweden and Vietnam, and thus giving children and youth the opportunity to voice their opinions and have a say in media. Being seen is one of our most fundamental needs, and being seen and heard in the media means being seen in the world today.

Main Swedish partners involved in the new media literacy project: Swedish Radio MDO and UR. Media literacy experts: Bitte Eskilsson, Carmilla Floyd and Ragna Wallmark. Main Vietnamese partners involved in the project: Vietnam Television, publishing company Sinh Vien, Vietnamese Ministry of Education. The start date for the project is not yet set and depends on partners and donors. The implementation period will run one year, but the goal is to develop and run the program for at least three years.

Media and Information Literacy as a Key

Developing an Outcome-based Curriculum Content for a Bachelor of Arts in Communication Program*

Jose Reuben Q. Alagaran II

Today's communication education still focuses on how to train students to be producers of media messages and programs. This remains incongruent with what students of today need in order to be more responsible media "prosumers," the term used to refer to both producers and consumers of media products. Training them to be more critical and discriminating users of media messages and more empowered to make wise use of media resources in their everyday lives is still lacking but needs to be done to prepare students for the future. Understanding media and how it affects all of us is an important skill towards lifelong learning.

Media and information literacy can be a framework for developing outcome-based curriculum content for a Bachelor of Arts in Communication program. Outcome-based education places more emphasis on what students can do after some learning experiences. If the targeted outcome is that we want our communication students to be both effective producers and consumers of media, then the competencies needed for media and information literacy could be a benchmark for developing a competency-based communication curriculum. The competencies required in today's digital culture and actual work environment should be matched with those needed to become responsible and ethical citizens in a contemporary society.

UNESCO (2011) has developed a Media and Information Literacy (MIL) curriculum for pre-service teachers. This offers five competencies that need to be developed among educators: comprehension, critical thinking, creativity, cross-cultural awareness and citizenship. These can be seriously looked at when identifying the outcomes of a communication curriculum developed from the

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point of view of students. The MIL can be used as a framework to determine the outcomes of a Bachelor of Arts in Communication program and the expected duties and competencies of communication professionals.

Over the years, communication education has provided students basic training in media production, interpersonal communication skills, and media laws and ethics. Less training is given in media literacy which allows students to think critically about media messages especially concerning other people's cultures and to reflect on the effects of media so that they will be motivated to produce more positive media products and messages. Obviously, there is more emphasis on how to be good communicators and producers of media programs.

However, there is a need to balance such training with teaching students to be critical and discriminating users of media products and messages as well. Today's students are highly exposed to both good and bad messages from the media and Internet and if we do not address this issue with them, they will become irresponsible and insensitive media consumers. This is what media education is all about, as opposed to communication education, which is more focused on how to be an effective media producer. When developing a Bachelor of Arts in Communication program, media and information literacy should be integrated by focusing on what outcomes are needed to be both effective and efficient media producers and consumers, otherwise known as media "prosumers."

All curriculum development is contextual. It responds to the needs of the industry, the academic institution, and students' needs and culture. As producers and consumers of media and Internet content, today's students also need to develop the capacity to understand and respect other people's culture. This can be realized if the kind of media and information literacy curriculum that schools offer also enables students to acquire skills in intercultural dialogue. Across different cultures, the media and Internet can also be used as platforms for democratic discourses and debates on everyday issues.

This conceptual paper aims to provide some new directions for developing an outcome-based communication curriculum content to respond to the needs of the media industry and of students in our digital age who should use digital tools wisely and more responsibly.

What is Media and Information Literacy (MIL)?

UNESCO (2008) defines media and information literacy (MIL) as "knowledge and understanding of how the media operate, how they construct meaning, how they can be used, and how to evaluate the information they present. This also implies knowledge and understanding of personal and social values, responsibilities relating to the ethical use of technology and information, as well as participation in democratic and cultural dialogue (p. 6)." Recently, the Moscow Declaration on MIL (2012) redefined MIL as "a combination of knowledge, attitudes, skills, and practices required to access, analyse, evaluate, use, produce, and communicate information and knowledge in creative, legal and ethical ways that respect human rights (p. 2)."

UNESCO's Media and Information Literacy Curriculum and Competency Framework (2011) combines two distinct areas – media literacy and information literacy – under one umbrella term: media and information literacy. Media literacy "emphasizes the ability to understand media functions, evaluate how those functions are performed and to rationally engage with media for self-expression (p. 18)." On the other hand, information literacy "emphasizes the importance of access to information and the evaluation and ethical use of such information (p. 18)."

Three key interrelated thematic areas guided the development of MIL curriculum as follows:

1. Knowledge and understanding of media and information for democratic discourse and social participation;
2. Evaluation of media texts and information sources; and
3. Production and use of media and information.

The first thematic area aims to "develop a critical understanding of how media and information can enhance the ability of teachers, students and citizens in general to engage with media and use libraries, archives and other information providers as tools for freedom of information, pluralism, intercultural dialogue and tolerance, and as contributors to democratic debate and good governance (p. 25)." The second thematic area focuses on how to "increase the capacity of teachers to evaluate sources and assess information based on particular public service functions normally attributed to media, libraries, archives and other information providers (p. 27)." Finally, the third thematic area concerns teachers' ability "to select, adapt, and/or develop media and information literacy materials and tools for a given set of instructional objectives and student learning needs… In addition, teachers should develop skills in helping students apply these tools and resources in their learning, especially in relation to enquiry and problem-solving (p. 28)."

In the present paper, these three thematic areas will be analyzed from the point of view of students as part of a curriculum framework and will be used as learning outcomes for developing a Bachelor of Arts in Communication program at a college or university.

What is Outcome-Based Education (OBE)?

Spady (1993) as quoted by Davis (2003) defines an outcome as "a culminating demonstration of learning, it is what the student should be able to do at the end of a course (p. 227)." Davis (2003) explains that "outcome-based education is an approach to education in which decisions about the curriculum are driven by the exit learning outcomes that the students should display at the end of the course (p. 227)."

What makes it different from conventional curriculum development is that "product defines process" and it is about "results-oriented thinking and is the opposite of input-based education" (Harden, Crosby and Davis, 1999, p. 8). OBE's instructional planning process is the reverse of that used in conventional educational planning (Spady, 1988 as quoted by Acharya, 2003). Spady (1988, 1993) insists that "the desired outcome is selected first and the curriculum, instructional materials and assessments are created to support the intended outcome (p. 1)."

Outcome-based education, therefore, focuses on a reverse process where we need to initially focus on what the students have to learn, do and become at the end of the program. Then, indicators of success should be identified that become the basis for teaching and learning strategies. After identifying these strategies, learning goals are formulated. In curriculum development, we identify the learning outcomes, then how to assess these outcomes, the content of the curriculum, the teaching and learning process and finally the curriculum program outcomes. When we evaluate the curriculum, we focus on the factors that contribute to the achievement of the desired learning or program outcomes.

MIL as a Framework for Learning Outcomes

Why use media and information literacy as learning outcomes for curriculum development? Communication schools usually focus their curricula on how to make students effective communicators, broadcasters, writers, reporters and researchers. They tend to disregard the fact that these students, when they produce media programs, are also consumers of the media from which they get their ideas, perceptions, opinions, or insights concerning what to produce. If students are not trained to be critical and discriminating media consumers, they will be tempted to emulate existing media programs, which are typically highly-commercialized and convey distorted values. Remember, media is a

big business. Media programs operate for profit and do not generally consider what the various audiences prefer. Students, therefore, need the skills to locate, analyze, evaluate, use and create information that will allow them to be more productive, responsible and ethical digital citizens. Digital citizenship simply refers to the appropriate use of information and communication technology, which includes mainstream media, Internet, mobile phones, and social networking sites.

How then do we begin? Let us think of learning outcomes for producers and consumers of media and Internet content. These may include the needs of media industry and the institutional needs and resources of colleges and universities. The learning outcomes may be expressed based on the three thematic areas of UNESCO's media and information literacy curriculum as follows:

Thematic Areas	Learning Outcomes as Producers of Media Messages	Learning Outcomes as Consumers of Media Messages
Knowledge and understanding of media and information for democratic discourse and social participation	Demonstrate the ability to identify audience needs in terms of media and information Demonstrate the ability to locate and access media and information for production content Demonstrate the ability to understand the role and functions of media in shaping culture, opinions and attitudes	Demonstrate the knowledge and skills to identify useful and valuable information and media messages Demonstrate the ability to locate and access media and information for consumption and use Demonstrate the ability to understand the role and functions of media and why they do what they do
Evaluation of media texts and information sources	Demonstrate the ability to critically evaluate media and information in terms of how they would impact on audience, society and culture	Demonstrate the ability to critically evaluate media and information in terms of how these would influence themselves as audiences
Production and use of media and information	Demonstrate the knowledge and skills to manage the production of content to encourage social participation on social, economic, political and cultural issues Demonstrate the ability to communicate meaningful content more responsibly and ethically	Demonstrate the ability to engage with media to raise issues directly affecting them Demonstrate the ability to communicate through appropriate, ethical and responsible use of media and Internet

In developing the curriculum, there must be a balance of learning outcomes for producers and consumers of media and information content that should be reflected in the curriculum program learning outcomes. These learning outcomes will then be specifically identified in the different course subjects to be offered. There is a need, however, to strategize concerning how to offer media and information literacy content in different subjects for each year level.

Applying the Framework in Developing Communication Curriculum Content

Based on the foregoing discussion, UNESCO's three thematic areas and their corresponding learning outcomes as producers and consumers of media and information may be integrated into the professional competencies of a communication graduate. The following steps are adopted in developing an outcome-based communication curriculum based on MIL learning outcomes:

1. Identify the expected learning outcomes of media and information literate graduates of Bachelor of Arts in Communication program;
2. Identify the roles in terms of producers and consumers of media messages;
3. Develop a general description of expected duties for each role;
4. Identify the professional competencies based on MIL learning outcomes;
5. Identify specific or clusters of course subjects into which the identified professional competencies can be integrated;
6. Develop the curriculum;
7. Identify performance indicators or assessment procedures to measure effectiveness and efficiency of desired learning outcomes;
8. Determine the specific administrative, andragogical and instructional strategies and/or activities based on indicators; and
9. Develop the curriculum program learning outcome/s; and
10. Develop the course syllabi and materials.

A matrix may also be used to guide the curriculum designer in developing an outcome-based curriculum as follows:

Role	General Duties	Professional Competencies Based on MIL Framework	Course Subjects where Integrated
Producer of media messages and information	To research, conceptualize, write/broadcast, manage/produce, evaluate communication messages or programs intended for specific audiences of various media formats	Ability to identify audience needs in relation to media and information before producing communication materials and programs	Communication theory and research Social sciences
		Ability to locate and access media and information for production content from reliable and credible sources	Communication research Production courses ICT literacy
		Ability to understand the role and functions of media in shaping culture, opinions and attitudes in communicating to specific audiences	Introductory communication courses Communication theory and research Communication issues courses Social sciences Language and literature
		Ability to critically evaluate media and information in terms of how they would impact on audiences and society, especially in choosing the topic, writing the script, and doing the actual production work	Introductory communication courses Communication theory and research Media critiquing and analysis courses Production and writing courses Media and Internet laws and ethics Social sciences Humanities
		Ability to manage the production of content by balancing profit with social responsibility to encourage social participation on issues	Communication management Production courses Social sciences
		Ability to communicate meaningful content more responsibly and ethically within the bounds of legal and moral orders	Introductory communication courses Production and writing courses Language and literature Humanities Social sciences

Role	General Duties	Professional Competencies Based on MIL Framework	Course Subjects where Integrated
Consumer of media messages and information	To locate/access, analyze, evaluate, use and communicate media messages and programs to make wise use of these resources for better decision-making, participation in community and intercultural dialogue and planning for their future.	Ability to identify useful and valuable information and media messages in doing research and writing scripts and other communication materials	Introductory communication courses Communication theory and research Production courses Language and literature Social sciences
		Ability to locate and access media and information for consumption and use from reliable and credible sources	Introductory communication courses Communication theory and research ICT literacy Language and literature Social sciences Humanities
		Ability to understand the role and functions of media and why they do what they do to become more critical and discriminating	Introductory communication courses Communication theory and research Communication issues courses Social sciences Language and literature
		Ability to critically evaluate media and information in terms of how these would influence themselves as audiences before using these messages and information for making good choices and decisions	Introductory communication courses Communication theory and research Media critiquing and analysis courses Production and writing courses Humanities Language and literature Social sciences
		Ability to engage with media to raise issues directly affecting them by writing/appealing to producers, editors and media managers	Introductory communication courses Communication theory and research Communication issues courses Production and writing courses Language and literature Social sciences
		Ability to communicate through appropriate, ethical and responsible use of media and Internet within the bounds of legal and moral orders	Introductory communication courses Communication theory and research Media laws and ethics Communication issues courses Production and writing courses Language and literature Social sciences

After identifying the subject courses into which the professional competencies can be integrated, the curriculum may now be developed with all the other needs of communication graduates to make them more holistic, responsible and ethical citizens. The professional competencies discussed above are only based on media and information literacy. Other competencies have to be added to include those related to languages, natural sciences and mathematics, social sciences, liberal arts and humanities. When these competencies have already been identified, the curriculum program learning outcomes, course syllabi and materials to be developed will be more focused and strategic.

Conclusion

Media and information literacy is indeed a good starting point for determining outcome-based communication curriculum content. This ensures that we produce graduates with theoretical and practical knowledge, technical skills, intercultural competencies, and a good sense of media values and citizenship. So let us now take on the challenge of producing a new breed of students who are ready to face the new requirements of the media age.

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The International Clearinghouse on Children, Youth and Media

A UNESCO Initiative 1997

In 1997, the Nordic Information Centre for Media and Communication Research (Nordicom), University of Gothenburg, Sweden, began establishment of the International Clearinghouse on Children, Youth and Media. The overall point of departure for the Clearinghouse's efforts with respect to children, youth and media is the UN Convention on the Rights of the Child.

The aim of the Clearinghouse is to increase awareness and knowledge about children, youth and media, thereby providing a basis for relevant policy-making, contributing to a constructive public debate, and enhancing children's and young people's media literacy and media competence. Moreover, it is hoped that the Clearinghouse's work will stimulate further research on children, youth and media.

The International Clearinghouse on Children, Youth and Media informs various groups of users – researchers, policy-makers, media professionals, voluntary organisations, teachers, students and interested individuals – about

- research on children, young people and media, with special attention to media violence,

- research and practices regarding media education and children's/young people's participation in the media, and

- measures, activities and research concerning children's and young people's media environment.

Fundamental to the work of the Clearinghouse is the creation of a global *network.* The Clearinghouse publishes a *yearbook* and a *newsletter.* Several *bibliographies* and a worldwide *register of organisations* concerned with children and media have been compiled. This and other information is available on the Clearinghouse's *web site*:

www.nordicom.gu.se/clearinghouse

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The Clearinghouse is located at Nordicom

Nordicom is an organ of co-operation between the Nordic countries – Denmark, Finland, Iceland, Norway and Sweden. The overriding goal and purpose is to make the media and communication efforts undertaken in the Nordic countries known, both throughout and far beyond our part of the world.

Nordicom uses a variety of channels – newsletters, journals, books, databases – to reach researchers, students, decisionmakers, media practitioners, journalists, teachers and interested members of the general public.

Nordicom works to establish and strengthen links between the Nordic research community and colleagues in all parts of the world, both by means of unilateral flows and by linking individual researchers, research groups and institutions.

Nordicom also documents media trends in the Nordic countries. The joint Nordic information addresses users in Europe and further afield. The production of comparative media statistics forms the core of this service.
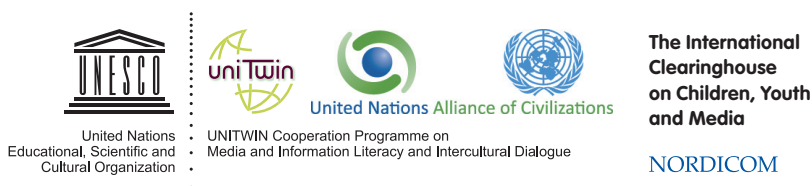
Nordicom is funded by the Nordic Council of Ministers.

The UNITWIN Cooperation Programme on Media and Information Literacy and Intercultural Dialogue (MILID) is based on an initiative from the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the UN Alliance of Civilizations (UNAOC). This Network was created in line with UNESCO's mission and objectives, as well as the mandate of UNAOC, to serve as a catalyst and facilitator helping to give impetus to innovative projects aimed at reducing polarization among nations and cultures through mutual partnerships.

This UNITWIN Network is composed of eight universities from different geo-graphical areas. The main objectives of the Network are to foster collaboration among member universities, to build capacity in each of the countries in order to empower them to advance media and information literacy and intercultural dialogue, and to promote freedom of speech, freedom of information and the free flow of ideas and knowledge.

Specific objectives include acting as an observatory for the role of media and information literacy (MIL) in promoting civic participation, democracy and development as well as enhancing intercultural and cooperative research on MIL. The programme also aims at promoting global actions related to MIL and intercultural dialogue.

In such a context, a MILID Yearbook series is an important initiative. This first MILID Yearbook is a result of a collaboration between the UNITWIN Cooperation Programme on Media and Information Literacy and Intercultural Dialogue, and the International Clearinghouse on Children, Youth and Media at NORDICOM, University of Gothenburg.

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