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## Media Education a Challenge for Broadcasters and Education

*The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn*

– Alvin Toffler

### Abstract

Requirements of psychological and pedagogical nature concerning the way media messages are structured and broadcast is ever more important now that children and teenagers spend in average three – four hours daily, buy listening and watching radio and television programs, most of which focus adults.

On the one hand, broadcasting authorities fulfill their mission by issuing regulations and by monitoring licensees' compliance with these regulations, concerning children's protection, the right to an image and to private life, advertising, sponsorship and tele-shopping, the right to reply a.s.o. Special attention is being paid to prime time programs as well as to programs broadcast during 6-10 a.m. on the radio and 6 a.m. – 10 p.m. on television, periods of the day when children might watch these programs alone. The regulatory framework has in view when it comes to children, their confidence in adults, "adults on the screen included", their lack of experience and their incapacity to distinguish reality from radio/tv programs, irrespective of their genre: news, fiction, entertainment. On the other hand, the debate on whether media may be used to educate is another strongly disputed topic. While some experts argue that it may well be introduced in social sciences and language/ communication subjects, to help children and teenagers learn and remember more with less effort, others strongly draw the attention to the danger television causes to the cognitive processes, by its hypnotic effect and by the passive attitude of children who, while watching TV, turn into "couch potatoes"; tv watching is accused of a diminishing in the frequency of brain activity, leaving only the right part of their brain "on", while the left part, the one specialized in analytic and synthetic processes reduces its activity considerably, simultaneously with the partial interruption of the connection between two brain hemispheres. Besides, there is a strong tendency lately, mentioning that the very nature of media, as episodic, dramatic, emotional, perishable, is irrelevant for the development of children's imagination, the written texts being considered the unique means of developing the cognitive processes. **Many researchers and media producers argue that children today are more media literate than the children of previous generations.** Nowadays, children's and teenagers' access to broadcast media seems to be not only a matter of income, but also **one of children's and their parents' tastes and values.** Apart from the legal framework that imposes certain restrictions on the program content and broadcasting time on broadcasters, **there are significant differences in terms of how parents regulate their children's access to media;** these family regulations reflect factors such as socio-economic status and the size of the family; besides, they are also related to parents' broader values and philosophies of child rearing. Regulating access also has a "negative" dimension-that is the ability to avoid or filter out content that one does not wish to encounter. Existing research (e.g. **Millwood Hargrave, 2000**) reports familiar adult concern about dangers of children being exposed to "inappropriate" content and "bad" language. Children's basic understanding of "television language" develops at a very young age. The fundamental "vocabulary", of camera movements and positions, slot transition, and editing conventions is fairly well understood by most children by the age of four or five (**Messarais, 1994**). In younger children,

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# The Media Literacy of Children and Young People

A review of the research literature on behalf of Ofcom

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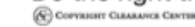
Source: The Media Literacy of Children and Young People, pp. 6, 7, 11, 13

<http://eprints.ioe.ac.uk/145/1/Buckinghammedialiteracy.pdf>

Source: The Media Literacy of Children and Young People, p. 14.

<http://eprints.ioe.ac.uk/145/1/Buckinghammedialiteracy.pdf>

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The media literacy of children and young people

### Section 3

## Dimensions of media literacy

Children develop media literacy even in the absence of explicit attempts to encourage and promote it. Indeed, many researchers and media producers would argue that children today are more media literate than the children of previous generations, and indeed significantly more media literate than their own parents. There is often a degree

### 1.2 Understand

In this area, there is a significant imbalance in the available research. While there is an extensive literature on the development of children's critical understanding of analogue television, there is very little equivalent research in relation to the internet, or indeed any of the other media within our remit here. Even in the case of radio, there has been very little academic research on young people's understanding or response to the medium. Existing research (e.g. **Millwood Hargrave, 2000**) reports familiar adult concerns about the dangers of children being exposed to 'inappropriate' content and 'bad' language, but it does not say anything about the responses of children themselves. Our review here thus focuses primarily on television; and in attempting to organise our account, we have found it useful to employ the framework of four 'key concepts' embodied in most media education curricula (see Buckingham, 2003a): language, representation, industry and audience.

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### Media language

Children's basic understanding of the 'language' of television develops at a very young age. The fundamental 'vocabulary' of camera movements and positions, shot transitions and editing conventions is fairly well understood by most children by the age of four or five (**Messarais, 1994**; Meyer, 1983; van Evra, 2004). As Messaris (1994) argues, this is partly because these elements correspond to everyday perceptual and cognitive functions, such as focusing one's gaze. Thus, children learn that a zoom in to close-up

their understanding is more secure in relation to concrete events on screen; they develop understanding of more abstract representations, at a later stage. Thus, children develop a multi-faceted "genre" system, for rating television programming based on judgment about form, content and intention. Likewise they develop an understanding of typical television narratives, that enables them to distinguish central incidents from peripheral ones. Much of this development occurs between the ages of 5 to 11, a period during which children tend to watch the greatest amount of television. What they make of these programs, how much media content helps or harms this wide category of public is a matter of debate and of countless. "for and against" arguments to be further developed in the present paper.

**Key words:** challenges, children, education, literacy, media.

### 1. Global Perspective

The importance of media literacy has been widely recognized but progress varies from one country or region to another and for the time being is in need of funding and recognition.

Australia, New Zealand and Canada are currently the most advanced countries in the world; media education forms part of school curricula either as a separate subject or as part of the mother tongue language curriculum. In these countries there are also well established partnerships with the media industry and regulators; many associations publish journals and newsletters and some maintain extensive websites.

In the US, which has not ratified the United Nation Convention on the rights of the child, a wide array of governmental and non governmental organizations has broached the topic of Media Literacy education with some success. In Latin America, the most interesting and productive work is often happening in the context of local youth or community based projects.

Where there are fewer resources, or where there is little interest from policy makers, the development of Media Literacy initiatives relies almost exclusively on partnerships (for example, production based projects in China and Hong Kong).

In many African countries, these partnerships are necessary just to ensure the provision of basic resources. In addition, there is a lack of basic equipment and resources. In many developing countries educators are still largely preoccupied with developing basic print literacy; media literacy is only just beginning to register as a concern.

In countries like Hong Kong and China, the rapid diffusion of ICTs in education and the massive injection of funding in this area offered considerable potential for developing creative work with media in school. In Singapore, specific emphasis has been given to promoting internet safety for youth.

Finally, in Japan, over the past few years, interest in media literacy has increased dramatically both in the education sector and in the administration, the media and the general public. Particularly interesting and effective are the voluntary grassroots activities of the Forum for Citizens Television and Media (FCT).

#### 1.1. Europe

In Europe, numerous countries have also begun to develop and support their own Media Literacy initiatives both in the formal and non-formal education sectors; in general in most Member States, elements of Media Literacy are taught within the formal education system either as a separate subject or integrated into other subjects. Just to mention a few examples,

Source: The Media Literacy of Children and Young People, pp. 14, 18.

<http://eprints.ioe.ac.uk/145/1/Buckinghammedialiteracy.pdf>

Source: Media literacy worldwide

[http://ec.europa.eu/culture/media/literacy/global/index\\_en.htm](http://ec.europa.eu/culture/media/literacy/global/index_en.htm)

Source: Media Literacy Expert Group Draft 2006

[http://www.mediamentor.org/files/attachments/Media\\_Literacy\\_Expert\\_Group\\_Call\\_2006\\_ing\\_0.pdf](http://www.mediamentor.org/files/attachments/Media_Literacy_Expert_Group_Call_2006_ing_0.pdf)

## European Commission - Media

European Commission > Media > Literacy

Education & culture DG

Media Literacy > Media literacy worldwide

Media literacy worldwide

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Media Literacy in some Western Balkans countries

CROATIA – focus on media culture

Media literacy is not part of the school curriculum in Croatia. The "Education and Teacher Training Agency"

Other countries

Where there are fewer resources, or where there is little interest from policy makers, the development of Media Literacy initiatives relies almost exclusively on partnerships (for example, production based projects in China and Hong Kong). In many African countries, these partnerships are necessary just to ensure the provision of basic resources. In addition, there is a lack of basic equipment and resources. In many developing countries educators are still largely preoccupied with developing basic print literacy; media literacy is only just beginning to register as a concern.

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LINKS

- Media literacy as seen by EAVI (clip)
- Mapping Media Education Policies in the World
- The UNESCO Media Education Programme
- Les recommandations du Conseil de l'Europe en matière de politiques éducatives relatives aux médias
- Council of Europe - Media and Information Society Division
- United Nations - Alliance of Civilizations
- Alliance of Civilisations Clearinghouse
- Mediawijzer
- Mediawijzer - Expert group meeting media literacy in schools (28/11/2011)

http://ec.europa.eu/culture/media/literacy/global/index\_en.htm

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in Ireland, new school curricula include Media Literacy for primary schools; in the UK it is compulsory from "Key Stage 3" of the National curriculum primarily as a part of English; in Sweden Image Education and Media Literacy are included in the Primary School Curricula as revised in 2000. In the UK there are five Universities offering a Masters degree in Media and Education." (http://ec.europa.eu/avpolicy/media\_literacy/global/index\_en.htm).

## 2. Changing Times

The media are, without any doubt, a highly significant aspect of today's children's lives. In recent years (Frau-Meigs, 2006), there have been several developments in the media environment, that make the case for media education all the more urgent. Among the most significant changes are the following:

### Technological developments:

With the advent of multi-channel television, home video, computers and the internet, along with a range of other technologies, there has been a massive proliferation of electronic media. The screen in the living room is now the delivery point for a wide range of electronic goods and services, and for a plethora of information and entertainment of the modern media.

### Economic developments:

The media have been inextricably caught up in the broader commercialization of contemporary culture. In many countries, public service media have lost ground to commercial media: public service television and radio channels, for example, are now only one option among many, and their audiences are correspondingly in decline.

### Social developments:

Most social commentators agree that the contemporary world has been characterized by a growing sense of fragmentation.

Established systems of belief and ways of life are being eroded, and familiar hierarchies overturned. Traditional social bonds – such as those of family and community – no longer hold sway in these more hetero-generous mobile societies. In this context, identity comes to be seen as a matter of individual choice, rather than birthright or destiny. The media are often seen as a primary source of these new, more individuated forms of identity and lifestyle; and the growing importance of "niche markets" has required producers to address an increasingly diverse range of social groupings. In the process, it is argued, individuals have also become more diverse—and to some extent more autonomous—in their uses and interpretations of cultural goods.

## 3. Conceptual clarifications

Media texts often combine several "languages", or forms of communication – visual images (still or moving) audio (sound, music, speech) and written language (Buckingham, 2005). Media education aims to develop broad-based competence regarding print but also symbolic systems of images and sounds. The competence gained during media education is frequently

Source: Media Education: A Kit for Teachers, Students, Parents and Professionals. Editor Divina Frau-Meigs, © UNESCO 2006.

p. 20-22.

http://unesdoc.unesco.org/images/0014/001492/149278e.pdf

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## SECTION I media in THE CULTURAL environnement

The media are, without any doubt, a highly significant aspect of contemporary children's lives. In most industrialised countries, surveys repeatedly show that children spend more time watching television than they do in school, or indeed on any other activity apart from sleeping. If you add to

Buckingham, D. (2003). Media Education. Cambridge: Polity Press, p. 4.

"It aims to develop a broad-based 'literacy', not just in relation to print, but also in the symbolic systems of images and sounds", from: Media Education. A global Strategy for Development. A Policy Paper. Prepared for UNESCO, Sector of Communication and Information, by Professor David Buckingham, Institute of Education, University of London, England, March 2001.

### EUROPEAN INITIATIVES

In Europe, numerous countries have also begun to develop and support their own Media Literacy initiatives both in the formal and non-formal education sectors; in general in most Member States, elements of Media Literacy are taught within the formal education system



either as a separate subject or integrated into other subjects. Just to mention a few examples, in Ireland, new school curricula include Media Literacy for primary schools; in the UK it is compulsory from "Key Stage 3" of the National curriculum primarily as a part of English; in Sweden Image Education and Media Literacy are included in the Primary School Curricula as revised in 2000. In the UK there are five Universities offering a Masters degree in Media and Education.

### MODULE I WHY?

## CHANGING TIMES

In recent years, there have been several developments in the media environment that make the case for media education all

the more urgent. Among the most significant changes are the following:

> Technological developments. With the advent of multi-channel television, home video, computers and the internet—along with a range of other technologies—there has been a massive proliferation of electronic media. The screen in the living room is now the delivery point for a wide range of electronic goods and services, and for a plethora of information and entertainment. According to enthusiasts, these technological developments have resulted in greater choice for the consumer—although some suggest that they merely offer more opportunities to see the same things, rather than greater global diversity. However, these changes do not only affect media consumption. The falling cost of technology has also created new opportunities for people to become media producers in their own right: by using video and the internet, it is now much more possible for individuals to create and distribute their own media texts.

> Economic developments. The media have been inextricably caught up in the broader commercialisation of contemporary culture. In many countries, public service media have lost ground to commercial media: public service television and radio channels, for example, are now only one option among many, and their audiences are correspondingly in decline. Meanwhile, forms of advertising, promotion and sponsorship have steadily permeated the public sphere, as commercial companies seek new markets. Fields such as politics, sport, health care—and indeed education itself—have increasingly been "invaded" by commercial forces. This has been the case even in countries where the media were formerly subject to strong state control and censorship; and in more pluralist societies, media regulation by governments seems increasingly powerless in the face of commercial forces.

> Social developments. Most social commentators agree that the contemporary world has been characterised by a growing sense of fragmentation and individualisation. Established systems of belief and ways

of life are being eroded, and familiar hierarchies overturned. Traditional social bonds—such as those of family and community—no longer hold sway in these more heterogeneous, mobile societies. In this context, identity comes to be seen as a matter of individual choice, rather than birthright or destiny. The media are often seen as a primary source of these new, more individuated forms of identity and lifestyle; and the growing importance of "niche markets" has required producers to address an increasingly diverse range of social groupings. In the process, it is argued, individuals have also become more diverse—and to some extent more autonomous—in their uses and interpretations of cultural goods.

described as a form of literacy, nowadays being increasingly argued that media literacy equals in importance what used to be traditional literacy of print.

Therefore, media education is the process of teaching and learning about media; media literacy is the outcome – the knowledge and skills learners acquire. Media literacy involves “reading” and “writing” media. Media education aims to develop both critical understanding and active participation. It enables young people to interpret and make informed judgments as media consumers, but it also enables them to become producers of media texts. Media education is about developing young people’s critical and creative abilities.

Media education, therefore, belongs to new types of education, like education for the environment, education for free time and is basically concentrated on teaching and learning about the media. This should not be confused with teaching through or with the media – for instance, the use of television or computers as means of teaching science or history. These educational media also provide versions or representations of the world and for this reason media educators have often sought to challenge the instrumental use of media as “teaching aids”. This emphasis is particularly important in relation to the contemporary enthusiasm for new technologies in education, where media are frequently seen as neutral means of delivering knowledge and information in class. Hence, media education should not be confused with educational technology or with educational media.

Media Literacy ([http://ec.europa.eu/avpolicy/media\\_literacy/index\\_en.htm#what](http://ec.europa.eu/avpolicy/media_literacy/index_en.htm#what)) may be defined as the ability to access, analyze 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.

“...the ability to access, analyze and evaluate the power of images, sounds and messages ... and to communicate competently in media available on a personal basis...”

The aim of Media Literacy is to increase awareness of the many forms of media messages encountered in their everyday lives. It should help citizens to recognize how the media filter their perceptions and beliefs, shape popular culture and influence personal choices. It should empower them with the critical thinking and creative problem-solving skills to make them judicious consumers and producers of information. 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 it is instrumental in building and sustaining democracy.

Today Media Literacy is indeed one of the key pre-requisites for active and full citizenship and is one of the contexts in which intercultural dialogue needs to be promoted. Also, media education is a fundamental tool to raise awareness on IPR issues among media users and consumers.

What Is Worth Knowing About What Media Literacy Means and Does and About What It Does Not Mean and Do?

So, What Is Media Literacy About?

The definition most often quoted by US specialists is since the 1992 Aspen Media Literacy Leadership Institute: “...the ability to access, analyze, evaluate and create media in a variety of forms. In time, due to technological progress, this definition needs a more robust

Source: Media Education: A Kit for Teachers, Students, Parents and Professionals. Editor Divina Frau-Meigs, © UNESCO 2006, p. 20. <http://unesdoc.unesco.org/images/0014/001492/149278e.pdf>

## WHAT IS MEDIA EDUCATION?

Media texts often combine several “languages” or forms of communication—visual images (still or moving), audio (sound, music or speech) and written language. Media education aims to develop a broad-based competence, not just in relation to print, but also in these other symbolic systems of images and sounds.

Many people refer to this competence as a form of literacy. They argue that, in the modern world, “media literacy” is just as important for young people as the more traditional literacy of print. Media education, then, is the process of teaching and learning about media; media literacy is the outcome—the knowledge and skills learners acquire.

Media “literacy” necessarily involves “reading” and “writing” media. Media education therefore aims to develop both critical understanding and active participation. It enables young people to interpret and make informed judgments as consumers of media; but it also enables them to become producers of media in their own right. Media education is about developing young people’s critical and creative abilities.

Media education is concerned with teaching and learning about the media. This should not be confused with teaching through the media—for example, the use of television or computers as a means of teaching science, or history. Of course, these educational media also provide versions or representations of the world. But media education is not about the instrumental use of media as “teaching aids”: it should not be confused with educational technology or educational media.

Source: The Media Literacy of Children and Young People, p. 41

<http://eprints.ioe.ac.uk/145/1/Buckinghammedialiteracy.pdf>

teaching particular subjects or curriculum areas. Of course, these educational media also provide representations of the world; and, for that reason, media educators have often sought to challenge the instrumental use of media as ‘teaching aids’ (Buckingham, 2003a). This emphasis is particularly important in relation to the contemporary enthusiasm for new technologies in education, where media are frequently seen as neutral means of delivering ‘information’: even the ICT curriculum in schools seems to focus primarily on ‘functional’ literacy (the manipulation of hardware and software tools) rather than on critical questions about how to evaluate information. It is these latter questions that are the primary focus of media education.

Source: European Commission, Audiovisual and Media Policies

[http://collection.europarchive.org/dnb/20070702132253/ec.europa.eu/avpolicy/media\\_literacy/index\\_en.htm](http://collection.europarchive.org/dnb/20070702132253/ec.europa.eu/avpolicy/media_literacy/index_en.htm)

## What is 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.

The aim of Media Literacy is to increase awareness of the many forms of media messages encountered in their everyday lives. It should help citizens to recognise how the media filter their perceptions and beliefs, shape popular culture and influence personal choices. It should empower them with the critical thinking and creative problem-solving skills to make them judicious consumers and producers of information. 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 it is instrumental in building and sustaining democracy.

Today Media Literacy is indeed one of the key pre-requisites for active and full citizenship and is one of the contexts in which intercultural dialogue needs to be promoted. Also, media education is a fundamental tool to raise awareness on IPR issues among media users and consumers.

“...the ability to access, analyse and evaluate the power of images, sounds and messages ... and to communicate competently in media available on a personal basis...”

**Source: Literacy for the 21st Century: An Overview & Orientation Guide to Media Literacy Education. Developed and written by Elizabeth Thoman, Founder, and Tessa Jolls, President / CEO, © 2003, 2005 Center for Media Literacy**

p. 21.

[http://www.medialit.org/sites/default/files/01\\_MLKOrientation.pdf](http://www.medialit.org/sites/default/files/01_MLKOrientation.pdf)  
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text, in order to place media literacy in the context of its importance for the education of students in a 21st century media culture. Hence, Media Literacy is a 21st century approach to education. It provides a framework to access, analyze, evaluate and create messages in a variety of forms – from print to video to the Internet. Media Literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens living in democracy.

What is important to understand is that media literacy is not about “protecting” kids from unwanted messages. Although there are groups of specialists that urge parents to just turn off the TV, the fact is that media are so ingrained in our cultural environment that even if the TV is turned off, it is almost impossible to escape today’s media culture.

Media literacy, therefore, is about helping students become competent, critical and literate in all media forms so that they control the interpretation of what they see or hear rather than letting the interpretation control them. To become media literate is not to memorize facts or statistics about the media, but rather to learn to raise the right questions about what you are watching, reading or listening to. Len Masterman, the acclaimed author of “Teaching the Media”, calls it “critical autonomy” or the ability to think for oneself.

#### 4. What Media Literacy Is NOT About?

Mocking at media content, media “bashing” is not media literacy, although it often involves criticizing the media

Merely producing media messages, media texts is not media literacy, although media literacy should include media production activities and projects

Simply bringing videos, CD-ROMs, DVD-ROMs or other mediated content into the classroom is not media literacy; one must explore the nature and influence of media and media messages in our culture

Just looking for political agendas, stereotypes or misinterpretations is not media literacy; there should also be an exploration of the systems making them look normal

Looking at a media message or experience from just one perspective is again, not media lit. at all, because media should be examined from multiple positions

Media literacy does NOT mean “don’t watch”, it means “watch carefully, think critically” (www.medialit.org).

Life time education, whether formal, non-formal, informal is quite up to date, since nowadays knowledge gathers at a tremendous speed, and what is crucial is that in the media field one cannot ignore it. Yet, an unprecedented phenomenon seems to have taken place.

It is ever more obvious that children are by far more skilled than their parents to access all sorts of menus, whether TV ones, Mobile phones, pay services aso. This is one more reason to think twice before we deny interest in discussing and/or studying media, since knowledgeable as they may seem when it comes to dealing with media tools children nowadays are just as innocent as ever when it comes to negative effects of long exposure and consumption of unsuitable media messages. It is the less media skilled adults, whether parents and/or teachers who should discuss media scenes children watch, explain in a plain language that media is about production and the fact that behind any media text there is a strong economic interest to sell, it is about languages’ codes and conventions... the language of images and as

## 2. Media Literacy: A Definition

The definition most often cited in the US is a succinct sentence hammered out by participants at the 1992 Aspen Media Literacy Leadership Institute:

**... the ability to access, analyze, evaluate and create media in a variety of forms.**

Definitions, however, evolve over time and a more robust definition is now needed to situate media literacy in the context of its importance for the education of students in a 21<sup>st</sup> century media culture. CML’s *MediaLit Kit™* uses this expanded definition:

**Media Literacy is a 21<sup>st</sup> century approach to education.**

**It provides a framework to access, analyze, evaluate and create messages in a variety of forms – from print to video to the Internet.**

**Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.**

What is important to understand is that media literacy is not about “protecting” kids from unwanted messages. Although some groups urge families to just turn the TV off, the fact is, media are so ingrained in our cultural milieu that even if you turn off the set, you still cannot escape today’s media culture. Media no longer just influence our culture. They *are* our culture.

Media literacy, therefore, is about helping students become competent, critical and *literate* in all media forms so that they control the interpretation of what they see or hear rather than letting the interpretation control them. To become media literate is not to memorize facts or statistics about the media, but rather to *learn to raise the right questions* about what you are watching, reading or listening to. Len Masterman, the acclaimed author of *Teaching the Media*, calls it “critical autonomy” or the ability to *think for oneself*.

Without this fundamental ability, an individual cannot have full dignity as a human person or exercise citizenship in a democratic society where to be a citizen is to both *understand* and *contribute* to the debates of the time.

### What Media Literacy Is NOT

- Media ‘bashing’ is NOT media literacy, however media literacy often involves criticizing the media.
- Merely producing media is NOT media literacy, although media literacy should include media production activities and projects.
- Just bringing videos or CD-ROMs or other mediated content into the classroom is NOT media literacy; one must also explore the nature and influence of media and media messages in our culture.
- Simply looking for political agendas, stereotypes or misrepresentations is NOT media literacy; there should also be an exploration of the systems making them appear “normal.”
- Looking at a media message or experience from just one perspective is NOT media literacy because media should be examined from multiple positions.
- Media literacy does NOT mean “don’t watch;” it means “watch carefully, think critically.”

– With thanks to Renee Hobbs, Chris Worsnop, Neil Andersen, Jeff Share and Scott Sullivan.

Umberto Eco put it: “*A democratic civilization will save itself only if it makes the language of image into a stimulus for critical reflection, not an invitation to hypnosis.*” Media is also about representations, about stereotypes, ideologies and about the fact that it is not an open window towards the world, it is a mere mediated version on a glimpse of the world... and last but not least media is about public, one that becomes more sophisticated each and every day.

Therefore, the answer to the question “Who to “*media educate*”? is to train and media educate and increase awareness of: teachers, pupils and students, parents, media specialists.

### 5. Conclusions

So, as it used to be said in the old times, if you wish to have peace, always prepare for war, the *challenges of the broadcasting field* might regard:

– a new attitude at the editorial level with a view to media’s shifting from entertainment, information more towards education

– increase awareness regarding public preferences, the challenge of linear and non-linear audiovisual services a growing sense of fragmentation of TV audience, the threat of losing audience might lead to shifting in the long term.

*Challenges for Education in a media world:* a new attitude at the educational policy level; schools’ curricula and manuals might reduce the gap between the theory and values they teach and update their information to students in a way which is more relevant to pupils and students and increase their interest in learning; reduce the gap between the world of school and the world of everyday life....

Is there a chance to reach Marshall McLuhan’s Global Village, where TV is created in order to connect and also educate people?

The evidence suggests that the children’s response to certain media contents can be lessened or heightened by the ways in which families interact and discuss what is seen. Evidence is lacking, however, for the claim that an increase in media literacy will reduce the potential for harm, although this is widely believed (and so should be the subject of future research) (“Harmful to children – Drawing Conclusions from Empirical Research on Media Effects” Sonia Livingstone & Andrea Millwood Hargrave).

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