MEDIA INFORMATION
LITERACY AS A ‘RIGHT’
access analyse evaluate create share

BUT NOT MEDIA EDUCATION ??

Not epistemological?
ACCESS to media

AWARENESS of authority, context, credibility

ASSESSMENT of how media portray events and issues

APPRECIATION for the diversity of information, dialog, collaboration, and voices online

ACTION to become part of the dialog
“...the alternative combinations of things a person is able to do or be – the various ‘functionings’ he or she can achieve...the approach is based on a view of living as a combination of various ‘doings’ and ‘beings.”

Amartya Sen, 1984
From Digital Literacy to Capability:
Developing Community Capability through Digital Access, Digital Literacy Training, and Family Learning

This included:

**Digital Families**
A series of workshops exploring family co-production of digital media to develop digital literacies and support SEN* learners.

**Digital Classroom**
A space developed as a digitally enabled agile learning environment, expanded for community use to meet needs of a deprived community.

**Digital Inclusion**
A socio-cultural context of discourse around accessing digital technologies, and a community service focus on digital inclusion.

**Family Digital Literacies in Learning**
The perceived benefit of digital technologies in children's learning especially for SEN* learners and a mismatch of school/home use of technology.

**A Need for Community Services**
There is a significant lack of access to community services on the Isle of Portland. This is exacerbated by the needs make-up of the island.

**The Necessity of Digital Access**
Basic participation in society (accessing social benefits, housing, employment opportunities) requires digital access and a digital competence.

**Digital Families Programme**
The digital families programme is being developed and deployed at IPACA – independent of the research and additional community service providers from Dorset County Council.

**Self-Sustaining Community Space**
The Digital Classroom as now a self-sustaining community space – providing a source of revenue for the school and offering basic community services.

**From Digital Access to Literacies**
Through engagement, discourse surrounding digital inclusion has sophisticated from focussing purely on access to include digital literacies and, therefore, a need for training support.

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Changing conceptions of academic literacy

Forms and organising principles in production

Curation

Curatorship

Intertextuality

Play, mediated action and provisionality

Location and memory

Identity: representation and negotiation

Learner voice in Knowledge production

Storying the self
Dynamic literacies as a way to think about all Literacy?

- Socio cultural
- Liminal literacies
- Third space literacies
- Techno literacies
- Semiotic – Multimodal
MIL recommendations

• *Train teachers to be alert to the complexities of lived experience and ‘situated participants’;*

• *Develop resources to support educational / community practitioners in MIL for capability;*

• *Always reflect upon the (power) relationships between stakeholders, teachers, researchers, students and technology providers – to adopt a systematic ‘mindfulness’.*

• *Consider MIL education as ‘third space’ practices, not as conventional schooled curricular.*

• *Working towards DYNAMIC LITERACY.*