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Teacher Training Curricula for Media and Information Literacy



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Enrichment for Media and Information Literacy**

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**Teacher Training Curricula for Media and
Information Literacy**

Background Strategy Paper

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Introduction

A Pervasive Global Influence

Media is a critical feature of everyday life in modern society. Its influences and effects are felt across the globe, transgressing social and cultural boundaries through its power of intellectual seduction and sensationalism. Children and youths of schooling age are the groups that are most vulnerable to the forces of media influence, and regardless of their diversity in circumstance and surroundings, youths from all corners of the world identify with and share the models of conduct, aspirations and cultural consumption patterns that are evoked by the world media landscape. These groups also react to the notions and content put forward by the media with similar feeling and emotion.

There is, therefore, little doubt about the power of the media's influence on today's younger generation. In some cases, the media exerts more influence over these groups than family or school, providing the cognitive and affective setting within which they develop both intellectually and culturally, and pointing to the significant role of the media in human and educational development overall.

In the context of the technological information society, the media generates a practical framework within which the *socialisation* and *culturisation* of youths takes place. Daily life - personal relationships, work, rest and play - unfolds against a backdrop of information and communication technologies (ICTs), providing children and adolescents with the tools to "access the knowledge they need to improve their daily lives and achieve their full potential"¹. The media plays a valuable role in personal, cultural, economic and social development and we can therefore argue that elements of social and cognitive development and behaviour (cultural identities, conflict and tensions, communication skills and socio-economic competencies, the meaning of life, citizenship, etc) are determined by media and information systems and processes.

¹ Cf. Forest Woody Horton, Jr, *Understanding Information Literacy: A Primer*, France, 2008

A Strategy for Media and Information Education

With regard to human development, it is useful to distinguish between **the value and quality of the media and information system**², and the **capabilities and competencies of individuals** in relation to information in a media context (ie. the value and quality of the person-media system relationship).³ The former refers to the content, structure and opportunities that the media system provides. The latter refers to the way in which individuals interact with the media. This includes their ability to select and direct, autonomously and consciously, their use of the media system and the way in which they take full advantage of the tools and opportunities that this generates.

No media system, no matter how free, rich and effective, is capable of imparting true benefit to human development without responsible individuals equipped with the appropriate skills to make the most of the opportunities that the system provides. The Alexandria Proclamation recognized that *“competency in applying and utilizing these skills habits and attitudes will enable you to make sounder and timelier decisions to cope with your personal and family health and welfare, educational, job-related, citizenship and other challenges”*.⁴

Hence, it becomes essential to parallel the constant improvement in the quality of the media environment with the promotion of the relevant skills and competencies and a degree of autonomy *vis à vis* the media. For several decades, this task has been known as *media and information education*. Its basic goal is to promote media and information literacy.

The focus of media and information education lies in:

- **Promoting the understanding of the functions of the media**, with precise knowledge of its potential and limitations
- **Promoting critical thinking, autonomy and initiative** in dealing with media messages
- **Strengthening the capacities, rights and responsibilities of individuals** *vis à vis* the media
- **Facilitating access** and the creative and productive use of information and communication technologies

² For the evaluation of Media System cf. Intergovernmental Council of the International Program for the Development of Communication, *Media Development Indicators: A Framework for Assessing Media Development*. Paris, UNESCO, 2008.

³ Cf. The Alexandria Proclamation on Information Literacy and Lifelong Learning (November 2005).

⁴ O. Cit. Preface

UNESCO's Information for All Programme (IFAP) focuses its actions on information literacy as a priority area. In this context, the purpose of this document is to design a global strategy aimed at fostering media and information literacy through the introduction of media education in compulsory secondary education, relying on the initial training of teachers to achieve this process.

Why Is Media Education Important?

The *mediation* of society ⁵ - that is, the proliferation of information and communication technologies in all aspects of social life - has brought about a decisive change in human communication processes and capabilities. Capabilities that for centuries have been key to human contact, in particular, the ability to communicate through inscription or oral communication, have been modified with the appropriation of new instruments and languages and the acquisition of new communicative competencies.

The process of the appropriation of new tools and the acquisition of new competencies (what we have now come to know as media and information literacy) can occur either spontaneously and informally, or as the result of an organized, formal process. In either case, if these tools and competencies are not acquired due to limitations or barriers, economic, cognitive and cultural gaps arise that can be extremely difficult overcome.⁶

Furthermore, if this acquisition does not awaken a critical conscience, the fostering of personal autonomy and the rights and responsibilities of individuals *vis à vis* the media, the process is rendered meaningless. What may on the surface be considered as progress and modernization becomes a renewed form of submissiveness to technological determinism.

Media and information literacy in this context is thus a factor of lucidity, of the liberation and empowerment of human faculties. It is thus an essential educational goal for the development of humankind, offering an opportunity to acquire new skills, a higher level of consciousness, and personal and civic autonomy. As a result, media education primarily targeting children and youths of school age can be considered a privileged means to achieve full human development.

⁵ "Mediation" as the result of implementation of technologies in the communication between people.

⁶ In fact, the digital gap – the gap between those with access to technologies and those without it – is a growing concern.

Media and Information Literacy

Definitions

The term '*literacy*' typically refers to the practical command of the alphabet, to core or foundation literacies of learning to read, write, grasping the signs and symbols of reading and writing and performing simple numeracy tasks that are necessary for everyday life.⁷ Over time, however, this meaning has broadened to include the knowledge and skills that render citizens capable of understanding his or her surroundings. This is directly dependent on the ability to understand messages critically, written or other, and to act with autonomy.⁸

Ideas linked to classic or basic literacy are included in the meaning of the more recent term, '*media and information literacy*' which is often correlated with concepts such as 'digital literacy,' 'computer literacy', 'cultural literacy' 'information literacy,' 'audio-visual literacy,' 'media education,' 'edu-communication,' etc. In order to avoid confusion it is necessary to clarify the relationship between these terms.

Computer (or digital) literacy emphasizes the binary character of signals that are transmitted and therefore relates to computing. *Audio-visual literacy* highlights the importance of the language that combines image and sound. The term *information literacy* stresses the importance of the information explosion phenomenon that accompanies information societies.

Media and information literacy highlights the importance of information and the media in general and summarizes and integrates all of the aforementioned *literacies*. At a time when language, platforms and technologies are increasingly converging, media and information literacy provides a broad, multi-faceted and inclusive definition. Understood in the inclusive sense, media and information literacy implies an expansion and reinforcement of the functions attributed to basic literacy. It does not refer simply to a technical skill ie. the use of the media, but rather has to do with understanding, critical reading, the ability to analyze and reason, social participation, human relations, and the use of symbolic and cultural codes and conventions.

⁷ *Op. Cit.* p. 4.

⁸ It is possible to speak of information literacy in relation to oral language exclusively as well as in relation to other types of language

The Alexandria Proclamation of 2005 outlines the following definition of *Information Literacy* which has been adopted by UNESCO:

Information literacy is the capacity of people to:

- Recognize their information need
- Locate and evaluate the quality of information
- Store and retrieve information
- Make effective and ethical use of information
- Apply information to create and communication knowledge.

All of the above processes involve media and technology, and offer the framework for media and information literacy. This includes:

- a) Access to information
- b) The effective use of information, moving away from dependence on ‘knowledge brokers’ towards becoming ‘knowledge builders’.⁹

⁹ CF. Towards Information Literacy Indicators, Paris, UNESCO, 2008, and OECD Measuring the Progress of World Societies: The Istanbul Declaration, 2007.

Keys to Media and Information Literacy

Media literacy and media education are gaining prevalence throughout the world.¹⁰ They appear as the educational and political answer to the growing influence of the media in modern day society. Media education aims to provide citizens with new competencies, attitudes and skills in relation to the media setting, its languages and discourse.

Three core ideas in media education and literacy can be highlighted:

- **Critical Thinking:** Reading, understanding and interpreting information and media sources (in context and intent), seeking alternatives to media discourse, and using discourse to problem solve. The emphasis here is on the receiving and reading process.
- **Media Appropriation:** Making old and new media “your own”, using IT autonomously and conscientiously within the context of one’s needs and objectives, devoid of submission or dependence in terms of reception and expression, production and issuance. The emphasis here is on motivation and intentional use, and on the production and creation process. Media and information literacy appears here as an ability to solve problems.
- **Intervention and Participation in the Public Sphere:** Active, committed citizens intervene and participate in public debate and in orienting social action through the media. The stress here is on participation.

¹⁰ International congresses on media education and/or literacy have been held in various places throughout the world. The issue has gained widespread attention in Canada, the United States, many Latin American countries (including Mexico, Brazil, Colombia, Argentina, Chile and Venezuela, among others), and is gaining ground in India, Northern Africa, and the Gulf states.

The Need for Media and Information Education

Why is the recognition of the need for media and information literacy so acute nowadays? Why the recent drive for media education in different spheres and institutions?

We can distinguish between several different types of demands and needs in relation to media and information literacy. These are as follows:

- a) **Economic:** ICTs have taken the centre-stage in economic development. They mediate both work and day-to-day life. A command of new media has become absolutely vital for employment and participation in the context of production and distribution.
- b) **Social:** The new space for sociality has been transformed due to the media. In a world in which a large part of our personal and group relationships unfold through media and ICTs rather than in person, social integration and participation require skills and capabilities related to media literacy.
- c) **Political:** The progress of democracy and globalization and the distribution of power that this implies increasingly demands an intensive use of media and ICTs. The development of an active, democratic and participatory citizenry depends on the spread of communication skills, critical reading and autonomous thinking throughout the population. This, in turn, depends largely on the success of the media literacy programme.
- d) **Educational:** The handing down of cultural heritage from one generation to the next, the *socialisation* and *culturisation* of children and youths, and the development of training and employment capacities require the use of the information and media. The media create the framework for a large part of the acquisition of knowledge and values of children and youths, and ICTs are integrated into educational systems as indispensable tools for all adults.
- e) **Cultural:** The need to develop media education and literacy as the means to acquire critical awareness and ensure personal autonomy and cultural diversity can be understood to the extent that the media and their discourses provide a large part of the contemporary cultural milieu.

- f) **Health and well-being:** Media and information literacy is a crucial tool in developing the health and well-being of all in two areas:
- i) professional health
 - ii) the right of individuals to information on health and well-being.¹¹

The Challenges

Media literacy is an integral response to the growing presence of the new media setting, addressing its various dimensions - economic, semiotic, educational, and cultural. In this regard, media and information literacy presents itself as a philosophical, educational, political and civic answer to situations of everyday life in which the media play a key role.

Media and information education and literacy must take into account the concepts and challenges that the media revolution can both generate and harness. These can be described as:

- **The empowerment of people:**
Promoting the strength of their competencies and capabilities, obtaining more and better information for both work and play.
- **Economic development:**
When economic and social development depends on educational resources and on the capabilities of individuals, the acquisition of media and information literacy becomes indispensable.
- **The protection and development of children and youth:**
This group experiences the media world intensely and, to a certain extent, may be dependent upon it because they are more vulnerable than others to their needs and have a lesser degree of autonomy. Media education and literacy should strive to create a favorable setting for the vital development of children, as stipulated by the United Nations' Convention on the Rights of the Child (UNCRC 1989).
- **The promotion of equity in the distribution of capabilities:**
In a world in which information and communication are the major driving forces of the economy and of production, media literacy can establish equal opportunities and freedom.
- **Cultural diversity:**
Media literacy has a decisive role to play in defending cultural diversity

¹¹ Op. Cit. p. 9.

against homogenization brought about by media globalization. It should work in favor of intercultural dialogue and the dissolution of prejudice and stereotypes.

- ***Creativity and innovation:***
In a world of widespread cognitive and communication tools that are becoming more and more accessible, media and information literacy should work towards ensuring the sustainability of creativity and the dissemination of the innovations.
- ***The meaning of culture and day-to-day life:***
Media and information literacy can impart intelligibility and meaning to the backdrop of profound cultural and symbolic change that has been brought about by the media era.
- ***Fostering collective intelligence:***
Assuming that media, language and cultures can enrich or foster collective intelligence, media education acts as the catalyst of this fostering process.
- ***Advancing in democratization:***
The goals of media and information literacy (ie. autonomy, critical sense, awareness and appropriation) are fundamental to the development of an active citizenry in a media context, and therefore vital for democratic processes.
- ***A critical attitude towards consumerist messages:***
In a world increasingly penetrated by advertising messages and subliminal strategies to promote consumerism, media education becomes a basic requirement for individual autonomy and rational behaviour.

Together, these challenges, concepts and questions (along with those that are closely linked) outline the basis part of the media and information literacy programme and point towards new competencies and skills that must be developed through media education.

The UNESCO Tradition in Media Education

The concept of media education and media literacy can be contextualized within two UNESCO advocacies - the human rights based approach to programming and the creation of Knowledge Societies. Access to quality media content and participation in programming are principles promoted by media education and information literacy and are among the cornerstones of the universal right to free expression. Media education and literacy likewise facilitate the building of Knowledge Societies. In this sense, the concept of media and information literacy must be linked to education for sustainable development (ESD), a principle marked by the United Nations through the *Decade for Education for Sustainable Development 2005-2014* for which UNESCO is the lead agency in the implementation scheme. The aim is to integrate principles, values and practices of sustainable development into all aspects of education and learning.

The importance of media education has been highlighted by UNESCO through a series of works, conferences and initiatives that hold its roots in the Grünwald International Symposium on Media Education in 1982.¹² Conferences have since been organised by UNESCO on this matter in Toulouse (1990)¹³, Vienna (1998)¹⁴, Seville (2000)¹⁵, Paris (2005 and 2007), and Riyadh (2006). Publications such as *Media Education in the Pacific; A Guide for Secondary School Teachers and Media Education; A Kit for Teachers, Parents and Professionals* are some examples of previous activities developed in this field. The Mentor Project is a multilateral programme initiated by UNESCO and supported by the European Commission. It is designed to support media education training in Mediterranean basin countries, and focuses on training secondary school teachers to teach their students to be both critical and effective *prosumers*, as both producers and consumers of media outputs. The most significant output of the Mentor project is the series of six teacher-training modules focusing on the basic areas of media education training: (1) Cultural Chart, (2) Defining the Media, (3) Media Language, (4) Genres and Contents, (5) Production and Reception (6) Pedagogical Stages.

¹² International Symposium on Media Education at Grunwald, Federal Republic of Germany.
http://www.unesco.org/education/nfsunesco/pdf/MEDIA_S.PDF

¹³ 'New Directions in Media Education'
UNESCO International Media Literacy Conference in Toulouse
http://portal.unesco.org/ci/en/ev.php-URL_ID=5680&URL_DO=DO_TOPIC&URL_SECTION=201.html

¹⁴ "Educating for the Media and the Digital Age"
18-20 April 1999

[Http://www.nordicom.gu.se/clearinghouse.php?portal=linkdb&main=reconedu.php&](http://www.nordicom.gu.se/clearinghouse.php?portal=linkdb&main=reconedu.php&)

¹⁵ Youth Media Education Seville, 15-16 February 2002
http://portal.unesco.org/ci/en/ev.php-URL_ID=5680&URL_DO=DO_TOPIC&URL_SECTION=201.html

UNESCO formalized the concept of media education over three stages. The first, represented by the Grünwald Declaration of 1982, was to constitute the area of media education and served to draw attention to the impact of the media on training and education. The second, represented by the Toulouse conference in 1990, served to systematize and provide a more accurate definition of what was needed in this area. Thirdly, the Vienna conference of 1998¹⁶ served to relocate the question of media education in the specific field of advances of the digital sphere and new age of communication. A seminar of media education experts held in Seville in 2002¹⁷ ratifies the demarcation of the field set forth in the Vienna conference, calling for the need to take action through active policies of promotion in the following fields:

- Research
- Training
- Cooperation between schools, Media, NGOs, private companies and public institutions
- Consolidation and promotion of the public sphere of society and its relationship with the media

A precise definition of the concept of media education can be compiled as follows:

“Media Education deals with all communication media and includes the printed word and graphics, the sound, the still as well as the moving image, delivered on any kind of technology; enables people to gain understanding of the communication media used in their society and the way they operate and to acquire skills in using these media to communicate with others; ensures that people learn how to:

- analyze, critically reflect upon and create media texts;
- identify the sources of media texts, their political, social, commercial and/or cultural interests, and their contexts;
- interpret the messages and values offered by the media;
- select appropriate media for communicating their own messages or stories and for reaching their intended audience;
- gain, or demand access to media for both reception and production.

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. While recognising the disparities in the nature and development of Media Education in different countries, the participants of the conference “Educating for the Media and the Digital Age” recommend that Media

Media Education can be based on available media texts in that context.

- Media Education should be aimed at empowering all citizens in every society and should ensure that people with special needs and the socially and economically disadvantaged have access to it.

- Media Education also has a critical role to play in, and should be responsive to, situations of social and political conflicts, war, natural disaster, ecological catastrophe, etc.”

¹⁷ Seville Seminar Cf.

http://portal.unesco.org/ci/en/files/5680/10346121330Seville_Recommendations.rtf/Seville+Recommendations.rtf.

Education should be introduced wherever possible within national curricula as well as in tertiary, non-formal and lifelong education”¹⁸.

The concept of information literacy was elaborated in the context of the International Action Plan for Implementing Resolution 56/116 of the Dakar Framework for Action (“Founding Resolution”) for the United Nations Literacy Decade. This called for a renewed vision of literacy that goes beyond the limited view of literacy that prevailed in the past. The High Level Colloquium on Information Literacy and Lifelong Learning (Alexandria, Egypt, November 2005) established a definition of Information Literacy, proclaiming it as “*a basic human right in a digital world and promotes social inclusion of all nations*”.

At the same time, the Intergovernmental Council of the International Programme for the Development of Communication (IPDC), fixed essential indicators on the development of communication in a document entitled, “Media Development Indicators”. These refer to the importance of academic courses as a) accessible to wide range of students; b) equipping students with skills and knowledge to contribute to democratic development.

¹⁸ Definition adopted by European Commission.

The Importance of Training Teachers in Compulsory Education

The UNESCO seminar on media education held in Paris in 2007 materialised the specific guidelines on media education drawn up over the previous decade through a specific recommendation in the need to introduce media education through the basic training of teachers:

“To integrate media education in the initial training of teachers is a key element of the system and must include theoretical dimensions and practical skills; it needs to be based on a good knowledge of young people’s media uses. In times of rapid change, this training must rely on institutional actions and self-training, using teaching aids that have been tested and validated by teachers and students”¹⁹.

Why is it important to focus on the training of teachers?

There are several reasons. Reforms to introduce digital literacy in educational systems have taken place in recent years in various countries and through different means. To this end, curricula transformations, technology investments and infrastructure changes have been effected but in many cases the results were not as expected. Neither the changes in technology, educational programmes and nor major investments brought about results involving sufficient participation from teachers. In general, digital literacy initiatives have failed due to a lack of specific training, leading to a culture of reluctance and resistance to the technological innovations and new media.

The experiences were similar when introducing methods of dealing with the mass media into curricula. The absence of specific training among teachers often led to prejudice, disdain or outright rejection when it came to dealing with the

¹⁹ Two further recommendations are proposed by the Paris Seminar:

Recommendation 5: To develop appropriate and evolving pedagogical methods The main purpose is to set up new "active" methods that are incompatible with ready-to-teach recipes and require an evolution of the teacher's role, a greater participation by students and also closer relations between school and the outside world. Teaching materials and tools, either free of intellectual property rights or with fair and negotiated copyrights, have to be developed to be fitting with such new methods. They need to be produced in close collaboration between teachers and students, whatever their formats, covering the whole range from printed manuals to digital spaces of collaborative work.

Recommendation 6: To mobilize all the stakeholders within the education system. The integration of media education in the education system has to mobilize all stakeholders. The awareness of curricula managers, school directors, chief education officers, etc., must be increased in order for them to assume the responsibilities that legitimize these actions. In the framework of regional and national missions, experts could be at the disposal of official education authorities to launch awareness raising initiatives.

media and its discourses, although sometimes this prejudice led to attitudes of exclusive denunciation and resistance.

Without the training of teachers, digital and media literacy cannot be seriously considered in schools. As a result, school and media cultures risk evolving separately, bringing about an ever-widening the gap between practice in schools and the day-to-day life of young people in which the media has a tremendous impact.

There is therefore a need to develop strategies for training teachers in media education and to provide them with the knowledge, attitudes and skills, to enable students to acquire adequate media literacy through education.

A strategy for developing teacher training in media education is proposed in the following pages. We start by considering the goals that should be achieved within teaching, that is, the set of skills that should be acquired by students and the most appropriate method of achieving them. We will then discuss the training curriculum that prepares teachers to achieve these goals, and the types of activities and resources that can be implemented to serve this purpose.

Media and Information Literacy: Skills and Objectives in Compulsory Education

Media and information literacy as an educational process is based on three principles:

- **The Consideration of both Conceptual and Practical Skills:** Conceptual skills concern the intellectual operation of defining an information requirement, searching, evaluating and using this information in solving problems and in critical thinking. Practical skills are hands-on, utilizing certain tools and particular engines.
- **Media and information literacy affects all types of learning and activities:** Based on this reasoning, media and information literacy is a cross-cutting consideration that affects the entire curriculum and permeates all subjects and courses.²⁰
- **Media and information literacy implies personal and social values:** it entails the ethical use of information, responsibility, autonomy, citizenship participation and intercultural dialogue.

In keeping with these considerations the following table (next page) summarises the goals that secondary education-level students should achieve in terms of media and information literacy.

20 Cf. Forest Woody Horton, Jr, *Understanding Information Literacy: A Primer*, France, 2008, p. 16.

SKILL	CONCEPT	CAPABILITIES
Access to and Selection of sources	<i>Set of skills that enable the use of available resources and means to ensure the selection, validation and contrasting of information and communication sources in consonance with the personal needs and interests of students.</i>	<p>Technical skills enabling the use of available means and resources.</p> <p>Ability to explore and search for sources.</p> <p>Ability to use the appropriate criteria for the selection, validation and contrasting of sources.</p>
Critical Reading	<i>Set of skills enabling students to perceive, read, analyze, understand and give meaning to media messages.</i>	<p>Acquisition of the languages, codes and symbolic conventions of the media and of information and communication technologies.</p> <p>Ability to grasp and describe the structure, forms and organization of the messages and their main mechanisms for the production of meaning.</p> <p>Ability to frame the meaning of media discourses in their communication context and in the student's context.</p> <p>Autonomy in evaluating information and media messages.</p>
Expression and Production	<i>Command of the necessary tools and languages of information and communication technologies for expression, communication and interaction.</i>	<p>Acquisition of the technical skills enabling the use of the media as communication tools and as a means of producing messages.</p> <p>Knowledge of the codes of expression and communication used in information and communication technologies and in the mass media.</p> <p>Ethical use of information and media.</p>
Appropriation	<i>Skills that enable students to integrate the use of media and their messages in the framework of their attitudes, values and interests, and of their life horizon.</i>	<p>Acquisition of the languages, codes and symbolic conventions of the media and of information and communication technologies.</p> <p>Ability to grasp and describe the structure, forms and organisation of the messages and their main mechanisms for the production of meaning.</p> <p>Ability to frame the meaning of media discourses in their communication context and in the student's context.</p> <p>Autonomy in evaluating information and media messages.</p>
Participation	<i>Set of skills enabling students to autonomously and actively intervene in the public sphere of society, using the available media to this end.</i>	<p>Ability to become interested and keep abreast of major issues subject to public debate.</p> <p>Ability to actively take part in public communication settings.</p> <p>Ability to recognise one's own rights and responsibilities, as well as those of others, in the sphere of public communications.</p> <p>Capacities in the intercultural dialogue and respect for other's values</p>

Guidelines for Curricular Design and Methodology for the Basic Training of Teachers in Media Education

Introduction: Taking Context into Account

Media and information literacy implies crosscutting content that affects the entire curriculum and permeates all courses. That means that in almost every curricular subject, teachers should acquire media and information literacy competencies. This assumes that they would have some awareness, knowledge and ability in relation to media and information literacy, but it is nevertheless necessary to categorise these abilities and knowledge systematically in order to prepare teachers for didactic activities in media and information literacy in the classroom. For this, the curricular design must take the following points into consideration:

- The curricular design must be **applied and developed in consideration of all contexts with flexibility and efficiency**. The content and practices of the curricular design must be adapted and structured by taking into account the specific conditions of the learning context: media conditions, local needs and problems, access to media networks, cultural context, etc.
- This curricular design **may be implemented either as a particular course or through the distribution of various components via specific courses**. A possible concern in integrating media education into the curriculum in many countries is the perceived overload in existing curricula. To add another course, in some contexts, will be unnecessarily burden the learner and affect learning cost-effectiveness. In this case, it is advisable to promote cross-curricular integration approach. Other contexts may require the development of a specific information and media literacy course.
- This curricular design may be developed and promoted by scholars through **formal and non-formal activities**.

Objectives

Teachers of media and information education should have basic and specific information and media capabilities necessary for the professional performance of their job. In addition, they should be able to:

1. **Promote the basic capacities for information and media literacy:** information searches, activating reception, critical reading, understanding, appreciation, reflection and expression, higher level reasoning (eg. problem solving, decision making, analytical vision, etc).
2. **Develop curricular activities for media and information education:** courses, conferences, seminars, workshops, didactic programs, cross-curricular projects, etc.
3. **Develop and direct school resources and media:** publications, website, blogs, radio stations, videos, educational television stations, etc.
4. **Create and develop communication and cooperative work settings through information and communication technologies:** social networks, e-learning activities, life-long learning, etc.

The role of media education teachers, therefore, goes beyond the teaching and learning actions to include aspects related to activities aimed at providing resources and guidance, promoting activities, and organising and managing human and technological resources oriented towards communication activities. To this one must add the pedagogic function of tutoring, guidance and counseling.

In this regard, the objectives of a media education curriculum for teacher training are as follows:

- To train teachers to promote and develop media and information literacy in their students.
- To train teachers to promote the ethical use of information and the values linked with freedom of expression, the right of information, and civic participation as a means to foster democratic societies in their students.

- To provide teachers with the necessary skills to design and apply the media education curriculum adapted to their students' profile, needs and media context.
- To enable the teachers' acquisition of the capabilities needed to assess the progress in media and information literacy made by their students.
- To help teachers develop the necessary skills to create, select and manage the appropriate pedagogic and didactic resources for the relevant media education curriculum.
- To enable teachers to acquire capabilities and skills related to the development of school activities linked to the media education curriculum.
- To train teachers to promote and develop non-formal activities related to media education, and to make the most of, conduct and tutor informal learning that may be developed by students in relation to the media.
- To provide teachers with any information and skills required establishing student-teacher cooperation networks for public participation and intervention in the media system.

Values and Attitudes

A curricular design for media and information literacy entails specific values and attitudes that teachers must promote. These include:

- Appreciation of the important role of communication in developing societies and cultures
- Positive attitude toward inclusion
- Appreciation of the fundamental values as freedom of expression, pluralism, right of information, equity access among others
- Open mind in relation to media and technology
- Life-long appreciation of the arts and humanities
- Inquiry-based learning and constructivist perspective of sense
- Acknowledgment of cultural diversity and pluralism
- Respect and tolerance towards divergent views, values, culture, attitudes
- Collaborative perspective
- Gender and ethnic sensitivity
- Appreciation of the role of intercultural dialogue

- Balance and Objectivity
- Truth and accuracy
- Respect for intellectual rights and the different forms of cooperation in creativity
- Respect for the public domain of information and culture
- Appreciation of sustainable development values (i.e. conservation, preservation, frugality, resourcefulness, etc.)
- To provide teachers with methodological and technical tools to stimulate their students to participate in the media and to use information and media to promote a conducive learning environment.

Content

Theoretical Content

I. Introduction: What is Media and Information Literacy?

- **Framework: Media and Information Literacy**
 - Concept: Basic literacy, computing and digital literacy
 - Information and media literacy in knowledge societies
 - Media and information literacy indicators
 - Media and information education: goals, methods and strategies
 - Media and information literacy as a tool for educational reforms and life-long learning
 - Media literacy as a tool for health and well-being
 - Media literacy and active citizenship
- **The Stages and Strategies of Media and Information Literacy**
 - Exploring and Searching information
 - Contrasting, evaluating and categorizing information: critical thinking
 - Creating new information: solving problems
 - Communication, cooperation and participation
 - Pedagogical Methodologies and Strategies of media education
 - Producing new content: creativity and cultural diversity
 - Establishing social networks: intercultural dialogue
 - Educational Policy and media literacy

II. Understanding Communication and Information

- **Elements and keys of Information and Communication**
 - Models and processes of communication and information
 - Types of communication: actors, signs, and media
 - Personal communication: verbal, non verbal and face to face communication
 - Groups, communities, culture and communication
 - Technology and communication
 - The impact of media environment
 - The communicative competence

- **Signs, Language and Semiotics**
 - Models of meaning production: information process
 - Codes and languages
 - Forms and contents
 - Syntax, semantics and pragmatics
 - Oral and written languages
 - Audio-visual languages
 - Multimedia languages
 - The linguistic competence

- **Media: Information and Communication Technologies**
 - Technology as media: Platforms, interfaces and networks. Time, space and social relations.
 - Media: Historical evolution
 - Personal, social and cultural impact of technologies
 - Knowledge society and media: new paradigm
 - Communication network and network society
 - UNESCO media development Indicators: Democracy and the media
 - New communicative and linguistic competencies in knowledge societies

III. Use and Reading of information and the Media: Autonomy and Critical Thinking

- **Critical Reading of Messages**
 - Reading, analysis and interpretation
 - Textual elements and structures
 - Narrative account analysis
 - Enunciation analysis
 - Pragmatic analysis
 - What is critical reading?

- **Information and Media Discourse**
 - Resources and flow of information
 - Types of discourse: information, account, argumentation and persuasion, fiction and reality
 - Topics and thematic structure, stereotypes, narrative routines
 - Values and media discourse
 - How to read media messages

- **Use and habits of media**
 - Access
 - Reception
 - Habits of reception
 - Expression and production
 - Appropriation, autonomy and sustainable media habits

- **Children, Youths and Media Settings**
 - The new media environment and its impact on children and young
 - The use of media by children and young people
 - Music, styles, fashion and young identities and cultures

- **Local and global media; local and global culture**
 - Knowing local media and local culture
 - The local in the context of global media
 - Empowering local competencies and capacities
 - Cultural diversity and intercultural dialogue

IV. Media and Information Literacy Strategies in Education: Promoting Learning in a Media Environment

- **Communication in the school and learning environment**
 - ICTs in the school
 - ICTs in life-long learning
 - Media and information literacy and learning to learn
 - Media and ICTs as resources and tools for formal learning
- **Media literacy, non formal and informal learning**
 - Media as learning environment
 - Relations between media and formal learning
 - Media and ICTs as resources and tools for non-formal and informal learning

V. Communication, Production and Participation: Promoting Cultural Diversity

- **Media literacy and expression**
 - Autonomy, freedom of expression and right to information
 - Ethics and responsibility in communication
 - Communicating and cooperating
 - Values in communication: transparency, respect, tolerance and sensitivity, etc.
 - Cultural diversity and intercultural dialogue
- **Media literacy and producing content**
 - Creating content
 - Individual and social production: networks and cooperation
 - Rights and responsibilities
 - Knowledge as universal patrimony
 - Media literacy and cultural patrimony
- **Media literacy and participation**
 - Public sphere, participation and communication
 - Active citizenship and media literacy
 - Regulation, co-regulation and auto-regulation
 - Rights and responsibilities in media sphere

Practical Knowledge

- **Design, Organization and Development of Communication Processes**
 - Personal communication: meeting and conversation
 - Group communication: presentation, discussion, cooperative work
 - Communication in school: information, events, campaigns, etc.

- **Advanced Use of Information and Communication Technologies for Educational and Communicational Purposes**
 - Systems for exploring and searching information
 - Text and image processing, audio-visual editing
 - Tools for publishing and disseminating information on the Internet
 - Social networks
 - Social WEB tools
 - Cooperative work

- **Design, Organization and Development of School and Educational Media**
 - School newspapers and websites
 - School radio and television stations, video: production and management systems
 - Information and communication technologies and educational practices

- **Design, Organization and Development of Educational Activities Relating to Media Education**
 - Educational programming of media education
 - Analysis and discussion of media messages
 - Creating, using and managing didactic materials relating to media education
 - Developing formal and informal activities relating to media education

- **Design and Application of Media Literacy Assessment Systems**
 - Media literacy indicators
 - Systems for analyzing capabilities and skills
 - Monitoring and observation systems

Curriculum Design Methodologies

Curriculum developing methods must combine theoretical and practical activities to be carried out in the classroom with the direct and practical knowledge of the processes and contexts in which the teachers will have to develop their activity once the training period is over.

Teaching and learning methods for in-class activities must be based on the following essential elements:

- Knowledge, reading and discussion of the primary subject matter content
- Activities involving critical reading of media messages
- Theory and practice developing educational projects based on media and on information and communication technologies
- Individual study and cooperative work

With regard to the practical aspects, the teacher learning process should be based on the following key elements:

- Direct experience with communication practices of their potential students
This will include the direct knowledge of:
 - The use of media by young people, their tastes, preferences and attitudes
 - Genres and contents they are familiar with (eg. music, fiction, videogames, etc)
 - Ways to communicate or intervene in media and on the Internet
 - Media influence in relation to other social areas (families, school, peer groups, etc.).
- Knowing as much as possible about how the media and information and communication technologies work in their immediate milieu
This includes:
 - Regular contact with the media
 - Relations with professionals and institutions that run the media
 - Knowledge and monitoring of the evolution of the media and technological setting, as well as their laws and rules of operation
 - Knowledge and monitoring of social debate on the media and on forms of civic participation in the media setting

- Practical intervention in the development of media related to educational practice:
 - “In-person” communication activities
 - School media
 - Relations between schools and the media

- Practical training in real contexts:
 - Schools and centres for teaching resources and support of pedagogic activities
 - School media
 - The media in relation to children, youths and schools

Inter-disciplinary and Multimodal Methods

The acquisition of media and information literacy cannot rely exclusively on a specific subject. Rather, it should be the result of the structuring and complementary nature of several types of activities. We will thus speak of an *inter-disciplinary and multimodal approach*.

This approach comprises the following dimensions and conditions:

- Focus of media literacy on non-specific subjects:

The idea here is to pay attention to and promote media literacy in multiple non-specific subject areas. Thus, it should be possible, for instance, to promote the use of the media and the Internet as sources of information and of contrasting knowledge; to make the most of the possibilities for public discussion and cooperative work offered by the media and by information and communication technologies on any subject matter; to foster the publishing and production activities offered by the new media; to stimulate a culture of participation and public information based on the intelligent use of communication tools.

- Media literacy and school activities:

Schools and other learning centres provide many opportunities for internal and external exploring of information and communication that should be taken advantage of and oriented, as well, towards the acquisition of communication skills by the students. These activities therefore must be related to the objectives of the media education curriculum.

- Creation, production and use of educational resources:
Educational resources are both communication products and media. Thus, their use and production can facilitate the acquisition of skills related to media education and media literacy. Consequently, it is important to establish systems that focus on the *complementarity* of media education activities and a system in which a learning centre manages educational resources and technologies. This is particularly important to the extent that e-learning, cooperative learning and networking systems are becoming more and more prevalent.

- Linking the social and media environment
The media setting and the social context give the opportunity to learn and develop media literacy. There are also ONGs and institutions that can collaborate in activities fostering media literacy.

The above fields of activity and their interaction define what can be considered as an inter-disciplinary approach.

Assessment Criteria and Procedures

The media education of teachers must have a specific assessment system. Taking into account the objectives of the curriculum, this system has to be capable of measuring the progress made in the following ways:

- Acquisition of knowledge on the subject and its practical application
- Development of specific skills related to the use of ICTs and of the media
- The capacity for initiative and leadership in cooperative work
- Critical analysis of situations and messages
- Creativity and innovation
- The ability to approach and communicate with students, in order to learn about the social and media milieu in which they live

The assessment system should provide accurate diagnoses and objectives regarding the acquisition of skills and competencies, and at the same time, serve as a criterion for orienting and directing the curriculum. These criteria should be useful to both trainer and student. The assessment system we are referring to should combine the following methodologies:

- Quizzes and tests of acquired knowledge
- Critical reading exercises
- Practical activities
- Projects
- Self-assessment and self-monitoring activities