

# Discussing the concepts of media literacy and multiliteracy from the perspective of media education

Lauri Palsa

National audiovisual institute

[Lauri.palsa@kavi.fi](mailto:Lauri.palsa@kavi.fi)

MIL in the context of trust in media, algorithm, and automation in journalism and media production  
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# National Audiovisual Institute (KAVI)

- Acquires, restores and preserves films and film-related materials, conducts and supports film research and promotes and disseminates knowledge about cinema.
- Promotes media education, children's media skills and the development of safe media environment for children in cooperation with other authorities and corporations in the sector.
- Subordinate to the Ministry of Education and Culture



# Starting points

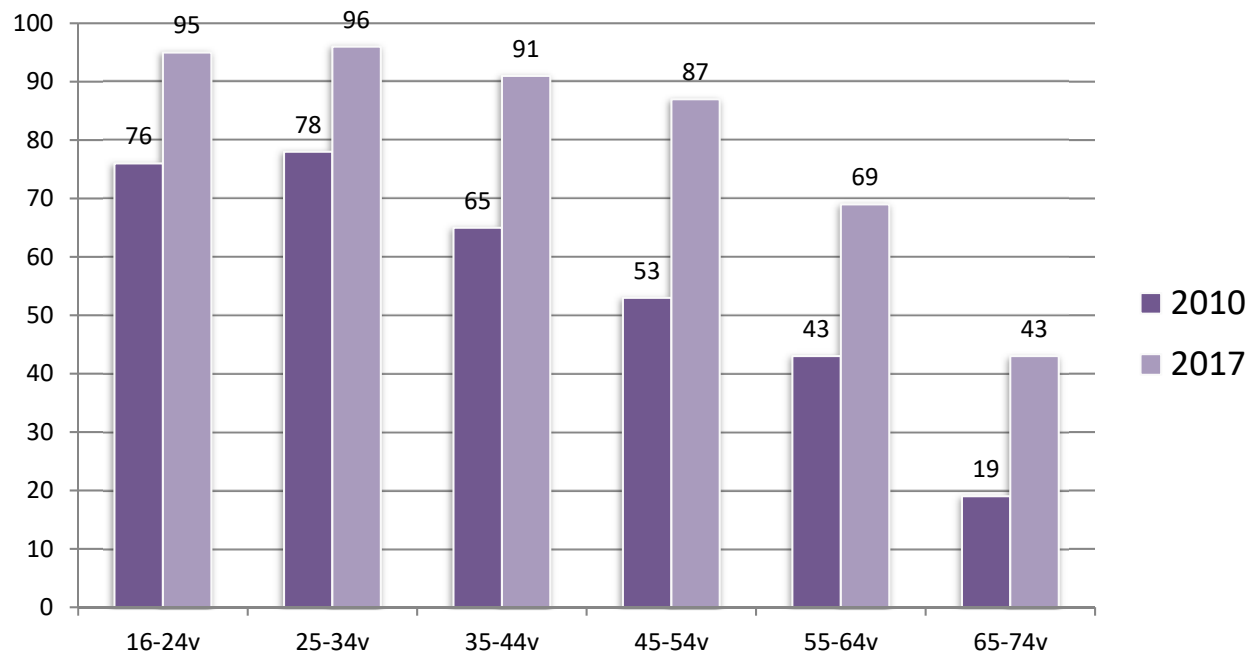
- **What kind of knowledge and skills are required from the citizens in age of mediated world?**
  - from the perspective of trust (/distrust) in media, algorithms and journalism
- **Media literacy and multiliteracy in the Finnish educational system**
- **Current conceptual notions from the perspective of media education**
  - 1) Diversity of literacies
  - 2) Multifacetedness of individual literacies
  - 3) Conceptual discussion promoting shared understanding and cooperation



# 1) Diversity of literacies in the mediated world



# Use of Internet in Finland (several times a day) / Age groups

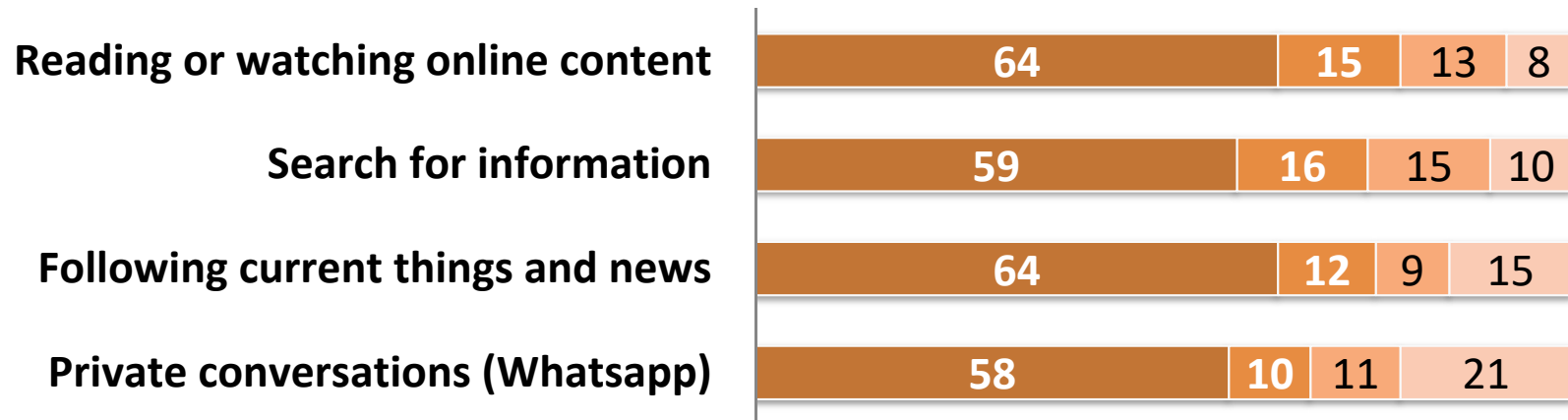


[Statistics Finland 2010](#)

[Statistics Finland 2017](#)

# Online activities among 10-29 -year olds (%)

- Daily / many times a day
- Couple of times a week
- Weekly
- Seldom or not at all



[Merikivi et al. 2016](#)

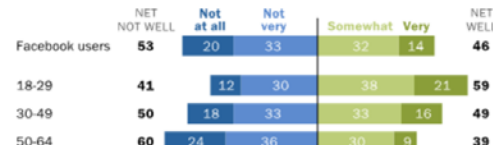
# Many Facebook users don't understand how the site's news feed works

BY AARON SMITH

A sizable majority of U.S. adults use Facebook and most of its users get news on the site. But a new Pew Research Center survey finds that notable shares of Facebook users ages 18 and older lack a clear understanding of how the site's news feed operates, feel ordinary users have little control over what appears there.

## Majority of older Facebook users do not understand why certain posts are included in their news feed

% of Facebook users who say they understand \_\_\_ well why certain posts are included in their news feed and others are not



The screenshot shows the BBC News website interface. At the top, there are navigation links for News, Sport, Weather, Shop, Earth, Travel, and M. Below this is a prominent red 'NEWS' banner. Underneath the banner, there are sub-navigation links for Home, Video, World, UK (which is highlighted), Business, Tech, Science, Stories, and Entertainment & Arts. Below the UK link, there are further regional links: England, N. Ireland, Scotland, Wales, and Politics. A search bar and a 'Sign in' button are also visible.

# 'Post-truth' declared word of the year by Oxford Dictionaries

# Utilizing the opportunities and countering the challenges requires broad-based skills and knowledge

The UN News logo is displayed on the left. To its right is a navigation menu with 'HOME' and 'TOPICS'. Under 'HOME', there are links for Africa, Americas, and Asia Pacific. Under 'TOPICS', there are links for Middle East and Europe.

The article snippet features the headline 'WHY TAKE NEWS ON SOCIAL MEDIA TRAVELS faster than the truth' by Paul Chadwick. Below the text is a portrait of Paul Chadwick. To the right of the article is a 'most viewed' section with two items: 'Tax evasion: blacklisted countries with 'golden passport' schemes' and ''Golden passports' threaten European security, says commissioner'.

# In Geneva, UN urges upholding human rights amid rising populism and extremism

# Diversity of literacies

- Variety of different literacies --> "Digital technologies have transformed what it means to be literate and to experience literacy. **Various literacies have been coined to capture this transformation** including established literacies like computer literacy, information literacy, digital literacy, **media literacy** and Internet literacy, to newer conceptions like transliteracy, metaliteracy and multimodal literacy" (Stordy 2015)
- "Besides media literacy, there are two literacies that are strongly present in the professional literature, related to these issues: information literacy and digital literacy." (Koltay 2011)



## 2) Multifacetedness of individual literacies



# Basic definition of media literacy

- “A media literate person - and everyone should have the opportunity to become one - can decode, evaluate, analyze and produce both print and electronic media” (Aufderheide 1993)
- “Media **education**, then, is the process of teaching and learning about media; media **literacy** is the outcome – the knowledge and skills learners acquire.” (Buckingham 2003)



# Multifacetedness of individual literacies: Media literacy

- Variety of media literacy definitions ([Martens 2010](#); [Potter 2013](#); [Potter & Chai 2019](#); [Palsa & Ruokamo 2015](#))

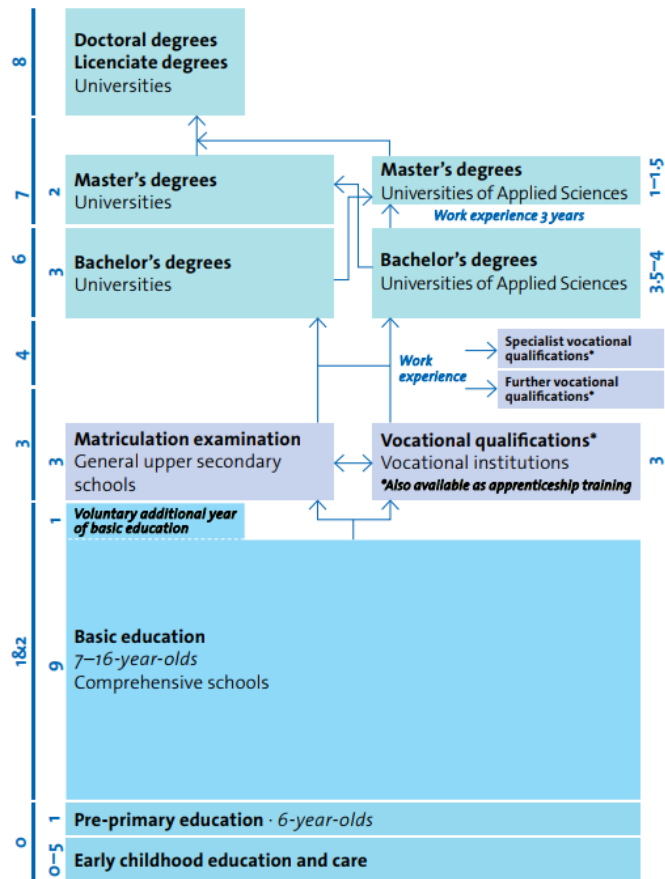
High level of abstraction	Media literacies
Medium level of abstraction	Different subsets of media literacy
Low level of abstraction	Contextualized media literacy definitions

Theoretical framework for media literacies (Palsa & Ruokamo 2015)

- Diversity of the media literacy definitions questions the endeavor for one universal “fit-for-all” media literacy concept
  - Media literacies (News media literacy, alcohol and tobacco media literacy, public relations literacy)
- Different abstraction levels have different roles  
(Theoretical discussion, contextualized research, planning of educational activities)

- Relationship between aims and practice
  - Media education – Media literacy
- Local contexts (e.g. media landscapes, cultural, legal and political aspects) are important to take in to account when defining / planning contextual media literacy education
- Meanings of the literacy can not be taken for granted
  - Importance of the shared discussion
    - Media? Literacy? Aim? ([Potter 2013](#))

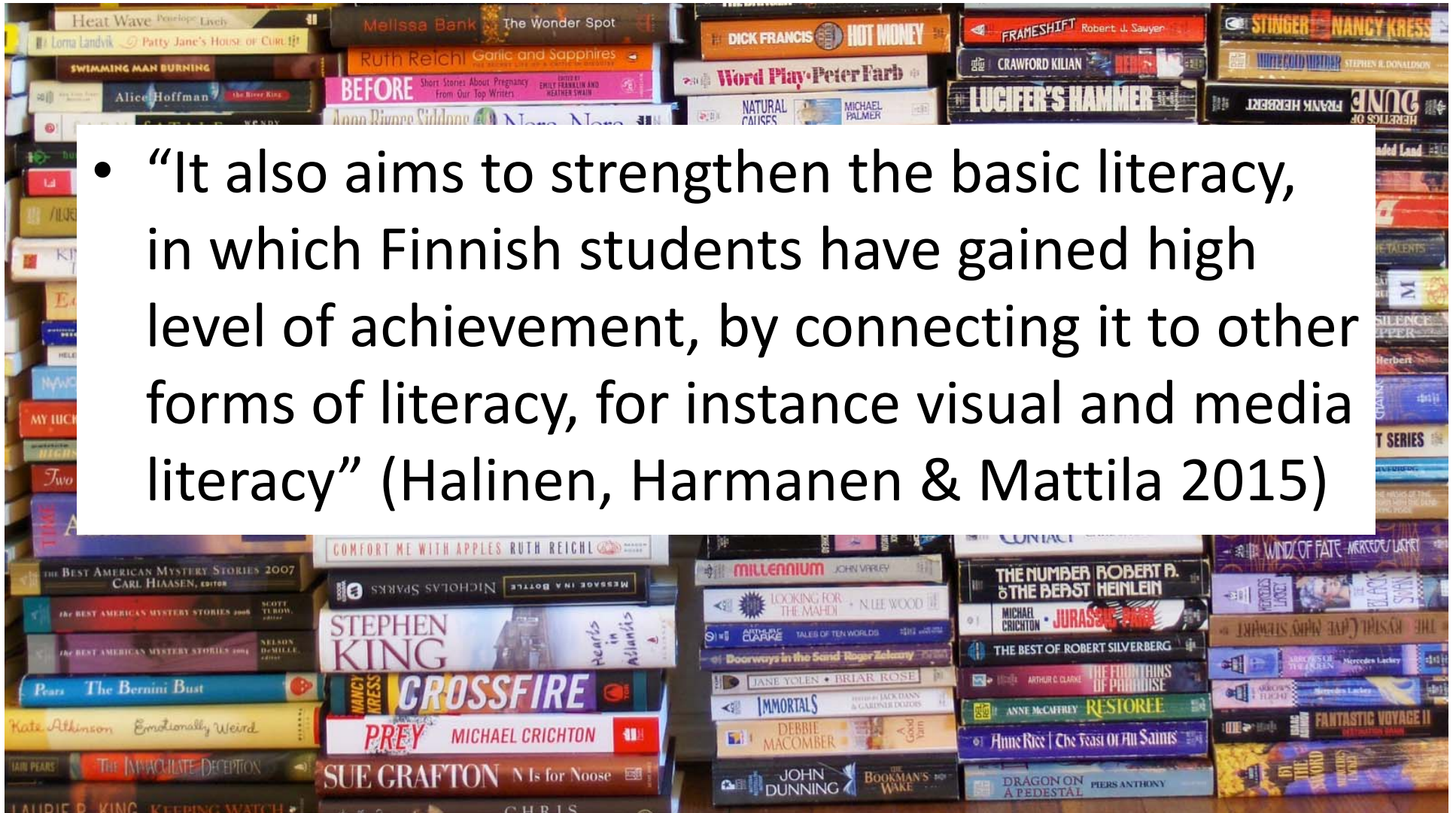
# Multifacetedness of individual literacies: Multiliteracy



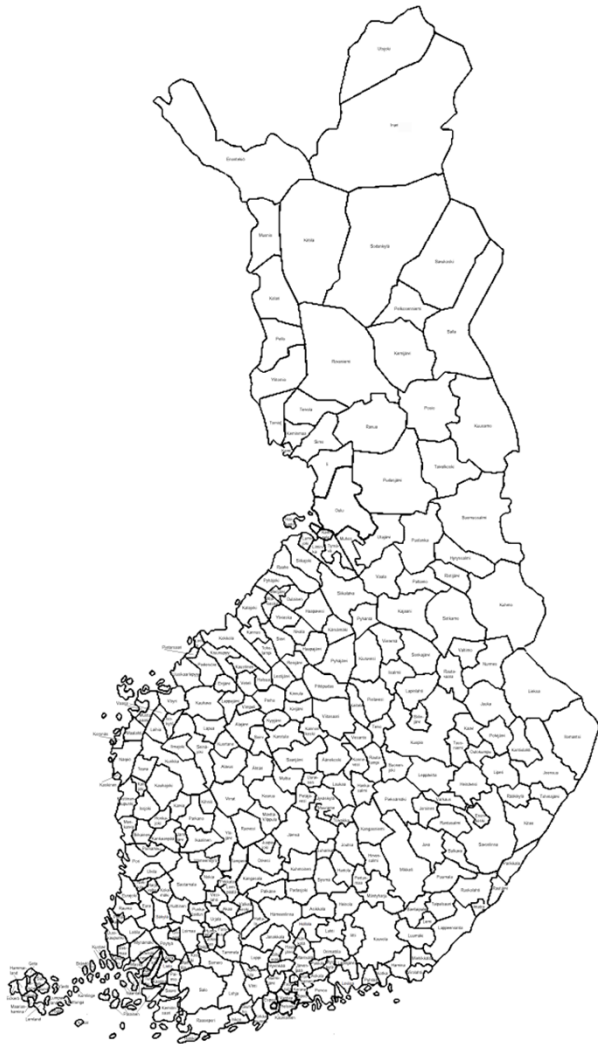


# Multiliteracy in the context of Finnish basic education

- Multiliteracy is based on a broad text concept. **Text means information produced by systems of verbal, visual, auditive, numeric and kinaesthetic symbols and their combinations.**
- The focus is in promoting students' capacity **to read and interpret the multicultural and diverse world around them**, and to influence it.
- Multiliteracy supports the **development of critical thinking and learning skills. The pupils examine and consider ethical and aesthetic questions.**
- The pupils are encouraged to use their multiliteracy when **participating and being involved in their own surroundings, media and society.**



- “It also aims to strengthen the basic literacy, in which Finnish students have gained high level of achievement, by connecting it to other forms of literacy, for instance visual and media literacy” (Halinen, Harmanen & Mattila 2015)



# Variety of local contexts

Three levels of curricula framework in the Finnish Educational System

- National Core curriculum
- Local curricula
- Annual plans for individual school

Local curriculum → strategic and pedagogical tool to provide steering and common foundation for the daily schoolwork.

“The local curriculum complements and emphasizes the goals, policies that direct the activities, key contents and other aspects related to the organization of education specified in the core curriculum from a local perspective.” (NBoE 2014, 16).

When preparing the local curriculum the actors are instructed to consider “what are the potential local emphases of the transversal competence areas defined in the core curriculum, and how are these emphases manifested in practice” (NBoE 2014, 57).

**How educational concepts are contextualized and understood in the local setting?**

### 3) Conceptual discussion promoting shared understanding and cooperation



# Conceptual discussion as a key to promote shared understanding in the diverse field of media education



- In Finland the field of media education is very broad and diverse → cooperative culture (see for example multiliteracy)
- Media education can take place in all education contexts: in Formal, Non-formal and Informal educational settings
  - Educational system provides the basis for media education (reach / equality). Kindergartens and schools have important role
  - also other actors such as libraries, youth work, museums...
  - Governmental and public organisations, NGO's, companies with national, regional and local focus
  - Possibilities for broad-based approach and reaching different target groups
  - Importance of cooperation (also cross-sectoral)
- From cooperative perspective a shared understanding about the key concepts of local media education is important → Mutual conceptual discussion



# Conclusions: Current conceptual notions from the perspective of media education

- Mediatization, broadness of media landscape and technological developments promote the need to consider currently (and in the future) needed knowledge and skills
  - **Diversity of literacies**
- Developments in the definitions, broadness of the concepts and variety of local contexts
  - **Multifacetedness of separate literacies and conceptual clarity**
- Diversity of the actors in the field of media education
  - **Conceptual discussion promoting shared understanding and cooperation**

# Thank you!

Lauri Palsa

[lauri.palsa@kavi.fi](mailto:lauri.palsa@kavi.fi)

@lpalsa

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NATIONELLA AUDIOVISUELLA INSTITUTET  
NATIONAL AUDIOVISUAL INSTITUTE

