Pedagogies of Media
and Information Literacies

Pedagogies of Media and Information Literacies

Moscow 2012

UNESCO Institute for Information Technologies in Education

Authors:
Suvi Tuominen, M.Soc. Sc., Project Manager, Finnish Centre for Media Education
and Audio-visual Media (editor)
Sirkku Kotilainen, Professor, Media Literacy and Education, University of Tampere, Finland

Assistant Authors:
Anniina Lundvall, B. Media Design, University of Jyväskylä & Coordinator, Finnish Society
on Media Education
Marjo Laakkonen, B.Soc. Sc. Information Sciences, University of Tampere

Steering Group:
Sirkku Kotilainen, Professor, University of Tampere
Ritva-Sini Merilampi, Chair, Finnish Society on Media Education
Tapio Varis, Professor, University of Tampere
Rauna Rahja, Coordinator, Finnish Society on Media Education

English Editor: Anne Karppinen, Ph.Lic., University of Jyväskylä, Finland

TABLE OF CONTENTS

PREFACE

UNESCO has been actively involved in developing foundations for media and information literacy to assist Member States in pursuing the achievement of the objectives of the Grünwald Declaration (1982), the Alexandria Declaration (2005) and the UNESCO Paris Agenda (2007) related to MIL.

In 2010, UNESCO Institute for Information Technologies in Education (IITE) published a monograph *Media Literacy and New Humanism.* The study was initiated to provide a deeper insight into the recent trends in the development of media culture and media literacy movement, and to provide conceptual framework for media literacy, new media literacy curriculum and teacher training. The monograph combined educational philosophy discourse and educational research approaches. On the basis of the analysis of the recent UNESCO, EC and other initiatives in media literacy, its authors José Manuel Pérez Tornero and Tapio Varis formulated basic principles of an agenda intended to strengthen the contribution of media literacy to intercultural dialogue.

Media and Information Literacy Curriculum for Teachers published by UNESCO in 2011 has become a result of collaboration of experts from a wide range of domains such as media, information, ICTs, education, and curriculum development. Since 2008 several international expert group meetings were organized to advise on the strategy in curriculum development and review the draft; MIL training resources were mapped globally; four expert groups were commissioned to prepare the draft curriculum; a series of field tests through training workshops and consultations in Southern Africa, Latin America and the Caribbean and South Asia was organized. Then a second draft was developed, the final version was edited and the Curriculum was published. According to Mr. Janis Karklins, UNESCO Assistant Director-General for Communication and Information, the Curriculum is pioneering for two reasons. *First, it is forward looking, drawing on present trends toward the convergence of radio, television, Internet, newspapers, books, digital archives and libraries into one platform… Second, it is specifically designed with teachers in mind and for integration into the formal teacher education system, thus launching a catalytic process which should reach and build capacities of millions of young people.*

The Curriculum has been translated into French, Spanish and Arabic. IITE has recently translated the Curriculum into the Russian language.

Two expert meetings were held by IITE in collaboration with the UNESCO Moscow Office and the Russian Commission for UNESCO Information for All Programme in December 2011 and June 2012 to consider the opportunities for the localization and introduction of the Curriculum to the Russian media context. During these meetings the experts in media and information literacy from Belarus, Mexico, Norway and Russia also discussed the idea and the concept of the Handbook *Pedagogies of Media and Information Literacies* that was commissioned by IITE to the experts of the Finnish Society on Media Education.

This Handbook was designed in an effort to define the basics of media skills and propose the approaches to their evaluation. It is my pleasure to present this book to the audience. These materials will also be accessible at the IITE website as an online course. I hope that it will become a useful tool that would equip teacher training institutions and facilitate teaching media and information literacy both in pre-service and in-service teacher training, and at schools.

Dendev Badarch
UNESCO IITE Director a.i.

FOREWORD

Current advances in information technologies and propagation of new digital media and learning environments stipulate the increasing importance of media literacy, which is today recognized almost universally as one of the key competences in the educational system. This is well illustrated in the monograph *Media Literacy and New Humanism* published by the UNESCO Institute for Information Technologies in Education (UNESCO IITE) in 2010. The main objective of the study was to investigate digital and media literacy in the context of educommunication and new humanism that is committed to the goal of counteracting the depersonalising effects of mass technology. The study provides a deeper insight into the recent trends in the development of media culture and media literacy movement, and conceptual framework for media and information literacy.

Commissioned by the UNESCO IITE, this handbook *Pedagogies of Media and Information Literacies* is designed for teachers with media and information literacy curriculum as the core source to strengthen teachers relations to media. An important base for developing this online course has been the UNESCO Curriculum for Teachers *Media and Information Literacy* (a structured guide of important themes in media and information literacies opening up the conceptual basis. Being aligned with the topics of the Curriculum, the handbook *Pedagogies of MIL* is focussed on practical pedagogies, it shows how to teach and learn media and information literacies. The spectacles are on student centered pedagogies, youth cultures online and on psychological viewpoints of child and youth development. Another starting point was *Media Literacy and New Humanism* published by the UNESCO Institute for Information Technologies in Education in 2010. Moreover, the Handbook has been influenced by *The World of Media* (available in Finnish:http://www10.edu.fi/lukiodiplomi/media/#1) developed by the authors of this Handbook and published online by the Finnish National Board of Education.

As noted by Perez Tornero & Varis in *Media Literacy and New Humanism*, educommunication requires educators to have a certain *media consciousness* and *active competence* with regard to ICTs. Today's classrooms can be organised, in terms of communication with devices that are not only instrumental in obtaining information and disseminate it, but also set up cognitive cooperative networks. Studying can be done in networked learning communities. Observation, exploration, analysis, documentation, communication of knowledge: all of these activities are already being supported by ICTs and will increasingly be engaged over time, requiring more and better educommunication skills from the educational community and strengthening the connected school.

However, this institutional and systematic effort has been undertaken relatively recently and has not yet become an integral part of education until recently. The most important educational flow is still spontaneous, routine and unregulated by either conventions or institutions.

In the case of the media education, the flow of learning and teaching is generally spontaneous, informal, unsystematic and unprogrammed. Generally speaking, children and youth, the elderly, and media users in general learn without formal educational mediation. That is, they learn without an explicit curriculum, in a practical, inductive way, by themselves, noting their own mistakes, using their peers as advisors or imitating others' behaviours. Very rarely do they receive knowledge from a manual or guidebook. Everything happens as a unprompted, natural phenomenon and without explicit curriculum. However, we should not lose sight of the fact that the current social, technological and media contexts actually impose their non-explicit, almost hidden curriculum. This is the context in which media skills are usually learnt.

The media literacy movement, according to its mission, has set two main objectives:

a) to build explicit, programmable and predictable curricula, and

b) to discover, reveal and criticise the implicit or hidden curricula.

Some countries include specific subjects related to digital or media literacy. Therefore, they have unique programmes and subjects. In Finland, for example, media skills have been a cross-curricular theme at school. It is supposed to be included in every subject in primary, secondary and high schools. In high school, there is a special subject "Media Diploma" including several courses on media themes. It is optional. Other countries, however, choose curricular transversality as a strategy. They believe that the capacity to critically obtain information from the media as well as mastery of the skills that enable people to produce, create and communicate using ICTs is part of any subject and is required of all students and teachers. Others have decided to integrate media education in a practical, informal way, as a complement or a replacement for specific subjects, or transversal ways of handling it. Thus, beyond the programme, school newspapers and magazines are published, radio broadcasts are managed and a small audiovisual production system is developed, giving participants the chance to directly learn how to use the media. There are also, obviously, various combinations of the three models.

As a whole, they share the idea that media literacy is a basic skill, one that supports many others; therefore, it should not solely be taught as a specific field of knowledge, nor simply as a skill, nor as a collective practice. Rather, it should be viewed as the systematic integration of all of them at the same time that combines values, critical perspectives and creativity so that the autonomous, aware individual may actively participate in an updated public sphere.

The aim of this Handbook is to help teachers to enhance their media and information literacy and encourage them to take up media education in the classroom. The main target group is teachers of secondary school who are either in training or in service. The Handbook provides teachers with basic knowledge on media and information literacy, and the way these skills can be taught. We hope that with the help of this Handbook, teachers will be better equipped to educate young people to become independent and critical thinkers. The materials are also relevant to libraries, museums, government agencies and nongovernmental organizations.

The Handbook includes informational texts, exercises for teachers and exercises for pupils. Classroom exercises do not form a unified component but can be used in a variety of classroom contexts. The classroom exercises are targeted to students aged 13 to 17. The Handbook can be used as it is or by choosing the most relevant modules. The modules do not have to be used in the given order although the texts and exercises are more advanced from module to module. For example, the exercises are more advanced in Module 4 than in Module 1. It is advisable to apply one's cultural starting points to the content of the Handbook and especially to the classroom exercises.

The authors thank all commentators. Special thanks to Rauna Rahja and Svetlana Knyazeva for the administration, organization and revision of the material.

Sirkku Kotilainen, Professor,
University of Tampere, Finland

Ritva-Sini Merilampi, Chair, Ph.D.,
Finnish Society on Media Education

Tapio Varis, Professor,
University of Tampere, Finland

MODULE 1

Understanding Media and Information Literacy

Today's societies tend to be driven by information and knowledge. We cannot escape the ubiquity of media, the diverse forms of information and communication technologies, or their impact on our personal, economic, political, and social lives. Thus, new kinds of competencies (knowledge, skills and attitudes) are required if people are to effectively participate and succeed throughout their lives in information societies.

Literacy is a term which is quite frequently referred to in research literature and nowadays it often appears with various modifiers. These modifiers include 'digital', 'computer', 'visual', 'technology', 'communication' and, of course, 'media' and 'information'. This tendency shows the growing interest to literacy studies, and is indicative of rapid changes in the contemporary societies. It is also noteworthy that 'literacy' now suggests more than the traditional reading and writing skills.

While the importance of numeracy and these fundamental literacy skills cannot be underestimated, the inclusion of media and information literacy means that young people should also be able to understand the functions of media and other information providers (e.g. libraries in which books serve as the media) and be able to seek, evaluate, use and create information to achieve their personal, social, occupational and educational goals. Information literacy studies have shown that students have difficulties with assessing reliability of data even in educational environments, even though modern young people are often assumed to have at least much better technological skills and, therefore, media and information literacy skills than older generations.

The acquisition of media and information literacy skills opens up to teachers and students a large variety of opportunities enriching the educational environment and promoting a more dynamic teaching — learning process.

Learning outcomes

After studying this module you will:

- be able to identify the key elements of media and information literacy;
- learn to distinguish information sources and needs;
- be able to identify the ways to include media and information literacy in school curricula;
- learn how to teach and assess media and information literacy.

1.1 Information Sources and Needs

The proper use of information made available by media and other providers of information depends on people's abilities to analyze their own information needs and to locate, retrieve and evaluate the quality of the information they can access.

'Information' as a major concept for all information-related disciplines. The term has countless definitions. It can cover data; knowledge derived from a study, experience, or instruction; signals or symbols. Simply put, information is data that has been collected, processed and interpreted in order to be presented in a usable form. Another way of defining information is "knowledge given to somebody in a form they can understand".

Various information providers enable access to information and in some cases let people store their own information. Apart from media, there are also other sources of information (e.g. health notices, government reports and oral communication). The information may be transmitted electronically (e.g. as election debates on television) or in face-to-face sessions (e.g. town hall meetings) and may be mediated by media or by people.

There is an extremely vast abundance of diverse informational materials, content, and resources available — particularly on the Internet — varying greatly in accuracy, reliability, and value. This information exists in a variety of forms (e.g. as a text, image or statistics, electronically or in print) which can be made available through online repositories and portals, virtual and real libraries and documentary collections, databases, archives, museums, etc. However, the quality of information provided by the sources can range from 'very good' to 'very bad'.

Before starting information retrieval, one should realize a need for a particular piece of information. Information needs are the requirements of a particular user (or a group) for information on specific subjects. Before evaluating information sources, it is important to define what the information is for. This process will help to identify reliable information sources. The following key questions might be asked: what kind of source would be the most reliable for providing information in this particular case? Which sources are likely to be fair, objective, lacking hidden motives, and showing quality control?

Information Sources

Information sources can be divided into three categories. A skilful information user chooses several different types of sources and uses them according to his or her needs.

(i) *Primary sources* are original sources, which do not contain interpreted information. These include research reports, sales receipts, speeches, e-mails, original artwork, manuscripts, photos, diaries, personal letters, spoken stories/interviews or diplomatic records. In many fields and contexts, it is almost always advisable to use primary sources if possible.

(ii) *Secondary sources* are produced by information providers; here information has been interpreted, analysed or summarized (e.g. scholarly books, journals, magazines, criticism or interpretations.) Although primary sources are highly recommended, a primary source is not always necessarily more authoritative or more objective than a secondary source. Possible subjectivity issues or other biases can be corrected in peer reviewed secondary sources. The definition of a secondary source may vary depending on a discipline or context.

(iii) *Tertiary sources* include compilations, indexes, or other organized sources (e.g. abstracts, bibliographies, handbooks, encyclopaedias, indexes, chronologies, databases, etc.) and consist of information which is a distillation and collection of primary and secondary sources.

Comparison between the three categories according to University Libraries, University of Maryland [Available at: http://www.lib.umd.edu/guides/primary-sources.html#tertiary]:

SUBJECT	PRIMARY	SECONDARY	TERTIARY
Art and Architecture	Painting by Manet	Article critiquing a work of art	ArtStor database
Chemistry / Natural Sciences	Einstein's diary	Monograph on Einstein's life	Dictionary on the Theory of Relativity
Engineering / Physics	Patent	NTIS database	Manual on using invention
Humanities	Letters by Martin Luther King	Website on King's writings	Encyclopaedia on the Civil Rights Movement
Social Sciences	Notes taken by clinical psychologist	Magazine article on a psychological condition	Textbook on clinical psychology
Performing Arts	Film shot in 1942	Biography of the director	Guide to the film

Information Literacy

Information literacy is a set of competencies for obtaining, understanding, evaluating, adapting, generating, storing, and presenting information for problem analysis and decision-making. Information literate people possess basic skills: critical thinking, analysing information and using it for self-expression, independent learning, producing, being informed citizens and professionals, and participating in the governance and democratic processes of their societies.

Information literate people are aware of how they gather, use, manage, synthesize and create information and data in an ethical manner. These are competencies applicable to any learning context, whether in the education environment, general work/professional environment or for personal development.

The information literacy includes the following skills:

- Identifying/recognizing information needs: What do I want to find out? What kind of problem am I trying to solve?

- Identifying sources of information: Do I use the internet, books or television? Do I use primary, secondary or tertiary sources?

- Locating or retrieving information: Where should I look for information? Who can I ask for help?

- Analysing and assessing the quality of information: How do I know the information is reliable?

- Organizing, storing, or archiving information: How do I efficiently organize information from multiple sources?

- Using information in an ethical, efficient, and effective way: How do I take copyright into account?

- Creating and communicating new knowledge: How do I present my information?

An information literate person also knows when to stop information search. It is impossible to absorb all the available information. Information literacy enables recognising the moment when one has gathered a sufficient amount of information and has reached a saturation point, meaning that new information cannot be absorbed though there are many other sources.

EXERCISE 1: Write down all the activities you perform during a day, from the moment you wake up until you go back to bed at night. Next to each activity, write down the information you need for the task. For example, in order to get dressed you need to know the temperature outside, and in order to take the bus, you need to know what the traffic is like, etc. How important is information in your daily life? How many decisions would you have difficulty making without information?

EXERCISE 2: Visit various blogs and wikis which are put together by individuals or a group of individuals. What kind of information exchange is taking place around these online media? What purpose does the information serve? Who provides the information? What do you think their motivations and motives are?

1.2 Media Literacy Education

'Media' is a plural form of the word 'medium', which in Latin means 'intermediate' or 'mediating'. In modern usage, the term has several meanings. Firstly, the word media can refer to means of mass communication; for instance, newspapers, television, radio, books, and the internet. Secondly, it can mean media contents: news, advertisements, digital games, and films. Thirdly, media can refer to the producers of media content: reporters, photographers, media companies, etc. Users and audiences have different interactive relationships with devices, contents, and also producers of media. As an organisation, media has a sociocultural function of enhancing communication. In addition, media entertains and provides its users with different spaces for participation, particularly online.

The concept of media and information literacy education can be defined in many ways. In this handbook, we consider it as a process of teaching about media and giving guidance in the enhancement of media literacy. Media literacy education is a cross-disciplinary field; thus, it can have different approaches depending on one's situation and goals. For instance, we can talk about protective, societal, cultural, and technological media literacy education.

With the help of media literacy education, pupils are given equal opportunities for the safe use of media, as well as spontaneous self-expression, the forming of independent viewpoints, and taking part in civil issues through media. Media literacy education is a cultural right alluded to in the UN Convention on the Rights of the Child.

A child's background and education can have a notable influence on epistemological beliefs. These beliefs seem to affect pupils' way of processing information and they also appear to affect the critical interpretation of knowledge. Teachers should encourage their pupils to search information from different sources if they encounter biased information, and thus encourage pupils' critical thinking by making them assess new information based on their prior knowledge and to form their own opinions. Teachers should also inform pupils that usually there is more than one correct answer.

Today's young people are often referred to as 'digital natives' whose media literacy skills to begin with are better than their teachers'. Such generalisation disregards the differences between pupils' media literacy skills, which can be considerable. Although most pupils find the use of media and media contents natural and ordinary, not all children have equal opportunities for encountering media on their free time. Further, media skills do not develop on their own, without target-oriented teaching. Thus, there is a need for systematic media literacy education.

Media Literacy

As with the term media itself, media literacy has many different definitions. Here we take the view that the core of media literacy is an analytical attitude towards media environments — being media-critical — and a courage to express oneself through media.

Media literacy can be divided into the following sections:

▶ *Aesthetic and creative skills:* an ability to view, listen to, create, and interpret media contents. Pupils can develop these skills by creating media contents themselves.

▶ *Interactive skills:* an ability to communicate through media and an ability to identify with different media roles. These skills can be developed through collaborative learning and doing. Interactive skills are an indication of a readiness to express one's views and attitudes.

▶ *Critical analysing skills*. A skill to give meanings to and to understand different media contents. A pupil can interpret and evaluate media forms and contents through different analytical tools. These skills are best developed through the study of varied media contents and genres.

▶ *Security skills*. A skill to solve problematic situations and avoid unpleasant circumstances. When it comes to online safety, the most important security skills include the protection of one's privacy and the avoidance of harmful content and contacts.

EXERCISE. Think which sections of media literacy skills are a part of your own teaching. How could you include other sections as well?

1.3 Key Elements of Media and Information Literacy

In this handbook, media literacy is combined with the concept of information literacy. The combined media and information literacy forms a palette of skills, without which a 21st century citizen finds it hard to understand the surrounding world.

Media and information literacy concerns the role and function of media and other providers of information such as libraries, archives, and the internet in our personal lives and in democratic societies. It promotes individuals' rights to communicate and express, and to seek, receive, and impart information and ideas. It encourages the evaluation of media and other information providers based on how they are produced, the messages being conveyed, and the role of the intended audience.

Media and information literate people can:

- understand media's influences and representations;
- make informed and independent decisions;

- learn about the world around them;
- build a sense of community;
- maintain public discourse;
- engage in lifelong learning;
- produce information;
- think critically;
- use media for self-expression and creativity;
- use media in a safe and responsible way;
- participate in democracy and the global information network.

Media constantly evolve their forms and ways of expression; therefore, the skills of media and information literacy also have to be developed all the time. One can hardly acquire all media and information literacy skills, but everyone is responsible for the continuous updating of these skills. The more we actively practice our media and information literacy skills, the deeper becomes our understanding of media and its structures. One good way of developing one's media and information literacy skills is to share one's thoughts concerning media with other people.

Media and information literacy is only one term for the analysis of media. In addition, we can talk about media skills, media criticism, or media fluency. All of these terms refer to analytical competence, technical user skills, and the skills involved in designing and constructing one's own media presentations. Producing one's own media contents is the best way to learn to analyse other people's presentations.

EXERCISE. What do you think it means to be 'literate' when it comes to using media and other providers of information? What kinds of knowledge, skills, and attitudes are necessary?

1.4 Media and Information Literacy in School Curricula

In the case of the media and information literacy education in our society, the flow of learning and teaching is generally spontaneous, informal, and unsystematic. Generally speaking, people learn media and information literacies without formal educational mediation. That is, they learn without an explicit curriculum, in a practical, inductive way by themselves, noting their own mistakes and perhaps using their peers as consultants or imitating the behaviour of others. Very rarely do they get their information from a manual or guidebook. However, we should not lose sight of the fact that the current social context and the technological and media contexts actually impose their implicit, almost secret curriculum. This is the context in which media and information literacy is usually learnt.

However, we cannot rely on the fact that everyone has an equal opportunity to learn media and information literacy on their free time. Furthermore, the skills learnt outside the classroom

tend to be limited and focused on certain viewpoints. Thus, it is imperative that media and information literacy should be systematically included in school syllabuses.

There are several different ways of doing this. Studies show that the following three ways are the most common. Combinations of the three models also exist.

1) Some schools include specific subjects related to digital, media, or information literacy. Therefore, they have unique programmes and subjects.

2) Others, however, choose curricular overlapping as a strategy. They believe that the capacity to critically obtain information from media as well as mastery of the skills that enable people to produce, create and communicate using ICTs should be included in all subjects and should be learned by all students and teachers.

3) Others have decided to integrate media education in a practical, informal way, as a complement or perhaps a replacement for specific subjects or overlapping ways of handling it. Outside the programme, pupils publish school newspapers and magazines, air radio broadcasts, and develop small audio-visual production systems, thus, getting a chance to directly learn how to use different media.

As a whole, all three models share the idea that media and information literacy is a basic skill, one that supports many others and which, therefore, should not be taught as a specific field of knowledge, nor simply as a skill, nor as a collective practice. Rather, it should be viewed as the systematic integration of all of these, while combining values, critical perspectives and creativity. This gives an autonomous, aware individual the tools to actively participate in an up-to-date public sphere.

EXERCISE 1. Find out how media and information literacy are present in your school/ community's syllabus. Assess how well all aspects of media and information literacy are fulfilled in teaching.

EXERCISE 2. Familiarise yourself with the material at hand and think about how to integrate all its different areas as a part of your school's syllabus.

EXERCISE 3. Find out what kind of media productions do pupils do at your school. How are the productions distributed? How could the pupils' own media production be acknowledged?

1.5 Teaching Media and Information Literacy

Every teacher can be a media educator, conveying to his or her students the skills they need for living in a media culture. There is strength in the diverse ways teachers approach media in their work. The more varied media teachers pupils encounter, the richer and deeper media education they will receive.

The greatest challenges facing educators today is the teaching of children and young people amid a flood of information. Media and information literacy education, however, is not any different from any other kind of education: basically, it is about encountering one's pupils. Although media and information literacy education makes use of different media tools, at its heart lie educational goals and methods, and the interaction between teacher and pupil.

The development of media and information literacy requires from a pupil an immersion in the production of media content. Experimentation is an important starting point in media and information literacy education. It is important that pupils get the chance to experience different roles in media production and agency. It is equally important, however, that a reflective aspect is added into these experimental media lessons — teaching the pupils to ask 'What did I learn about media through this exercise?'

The best way to develop one's media and information literacy is by using different media; yet one's skills do not automatically develop through a copious use of media. This is where educators are needed: they will open up questions about values, help ponder choices of media, steer a pupil towards reliable information, and give encouragement in media publicity.

A teacher does not necessarily have to know young people's media culture inside out; neither will they have to be a technological genius; instead they can give advice on netiquette based on their own life experience. A media educator should begin his/her career by thinking about his/her own media relationships: what is my media relationship like and how is it reflected in my work? A media educator's competence is built on personal media skills, one's experiences with and one's interests towards media, a courage to bring up media issues with young people, and an active participation in media education events. A media educator does not make value judgements on young people's opinions or media tastes, but instead makes these issues the starting point of discussions. A media educator does not belittle young people's mediated experiences; instead he or she offers enough information and skills so that young people could know how to shield themselves from the harmful effects of media.

The teaching of media and information literacy can be divided into three levels:

1. Elementary level:

- ► Mostly print material is used and available in classrooms (cartoons, images, books);

- ► Computers are not available for students;

- ► Teacher uses stories and simple storytelling methods, such as story crafting as a tool in class;

► Simple media presentations are used occasionally;

► Media is discussed through individual emotional perspectives;

► Experiences with media tools are elementary: students are able to switch computers on and off, and start programmes, but are not allowed or able to work with them;

► Library services for students are limited;

► The emphasis of media education is on protective perspectives rather than on analysis or production of media content.

2. Basic Level:

► Both electronic and print materials are used and available in the classroom;

► Computers are often available for students;

► Teacher encourages students to work with media: to write and listen to media texts, and to make and paint media-related artwork such as advertisements and posters;

► More complex media presentations such as films are used; students are aware of simple analysing methods of media;

► Students gain experience on simple methods of media production (recording sound, taking photographs);

► Media is often discussed through group work and conversations;

► Students have some experience on more intense technical work, such as animation or producing short films;

► Library services are often available for students;

► The emphasis of media education is on responsible and beneficial use of media.

3. Advanced level

► Various media sources are used and available in the classroom;

► Computers are used by students daily;

► Teacher uses different media-related working methods regularly;

► Intercultural, complex media presentations such as international films are used in class;

► Students are able to work with various media productions and publish school-related media content (opinion videos, school paper, school blog, etc.)

► Students are able to debate, deliberate, and discuss media in small groups;

► Students work with developing projects related to school's own media environment;

► Library services are available for students daily;

► The emphasis of media education is on media production, legal perspectives, and critical thinking.

EXERCISE 1. Reflect on which level you are as a teacher. Which of the aspects mentioned in the list could you add to your own teaching?

EXERCISE 2. How do you perceive the relationship between media and education? What part do media culture, different media contents and technologies play in your teaching? What kind of knowledge do you appreciate most? How do your pupils best learn media skills? What do you think about the media choices of your pupils?

1.6 Assessing Media and Information Literacy

The themes and criteria of media and information literacy assessment are being actively pondered among researchers. In addition, the 2010 European Commission directive concerning audio-visual media services mandates its member countries to keep a close eye on the development of media literacy.

In their assessments, researchers often pay attention to an individual's skills of critical evaluation and responsible production of media contents, and of taking other people into account in communication. Some researchers stress the importance of social competences and sociocultural factors in evaluation. These environmental factors have a clear connection to an individual's levels of competence. Environmental factors include the media available during one's free time and, for instance, the availability and quality of the internet connection in the place in question. Furthermore, the amount of media and information literacy in teaching is one sociocultural factor, which paves the way for a student's enhanced media literacy.

Evaluating research show that extracurricular study (at home or elsewhere), which concerns media in some way, has a statistical link to a pupil's knowledge on media and information. A study conducted by the Finnish National Board of Education among 9th graders — youngsters aged 15 (Kotilainen & Kupiainen, 2012) states that pupils who have studied media in class and during other school activities have a slightly more positive attitude towards communicating through media, compared to those who do not have such experiences.

Frameworks for the Evaluation of Pupils' Media and Information Literacy

In everyday teaching, the development of a pupil's media and information literacy can be followed up by comparing new skills to the pupil's original level. Young people can be on varying literacy levels, depending on their possibilities for media use and the support they get from adults.

The starting levels of pupils' media and information literacy can be classified in the following way:

1. Elementary level

- No reading and writing skills or very poor skills in language
- Basic skills in technical use of media
- Poor or virtually non-existent chance to use media at home

2. Basic Level

- Moderate reading and writing skills
- Experience on technical media use (using email, web browsing, chatting online)
- Possibility to use various media at home

3. Advanced level

- Good reading and writing skills, experience on self-expression through media (video, TV, radio)
- A lot of practice with technical devices
- Possibility to use various media at home

If a pupil's original level is not known to the teacher, his or her competence can be compared against the general levels of media and information literacy, which are given below.

Creative and Aesthetic Skills

- ► Pupil creates and tells his/her own stories. He/she is aware of the construction of the plot and compares the protagonist of the story to his/her own experiences and feelings.
- ► Pupil mediates his/her feelings through words, images and music. Media is a source of enjoyment.
- ► Pupil knows his/her media needs and wants to develop his/her own taste in media.
- ► Pupil knows how to analyse messages. He/she mirrors the values and attitudes represented in media against his/her own.
- ► Pupil expresses his/her persona and style through making media content.
- ► He/she is aware of the basics of copyright.

Interactive Skills

- ► Pupil identifies, takes turns, and takes on roles. He/she empathises with the situations of others.
- ► Pupil understands the different viewpoints represented in media. He/she can discuss, justify one's viewpoints, and not give in.
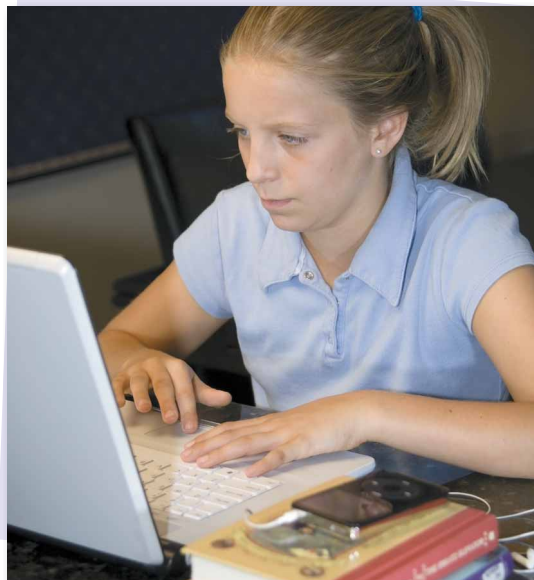
- ▶ Pupil knows the principles of free speech. He/she knows the difference between public and private spaces in media and is aware of the different kinds of media involvement.

- ▶ Pupil collaborates, gives peer support, and learns along with the others.

- ▶ Pupil tries on different roles.

- ▶ Pupil feels he/she can make a difference. He/she communicates purposefully through media and takes part in civic activities.

Security Skills

- ▶ Pupil is aware of the age limits of various media contents, and knows how to contact adults if difficulties with media use occur.

- ▶ Pupil knows how to use the internet safely, how to protect his/her information and privacy online.

- ▶ Pupil is aware of courteous ways of interacting and behaving online, and abides by these rules.

- ▶ Pupil knows his/her legal rights and obligations as a media user.

- ▶ Pupil uses media in a diverse way, following the rules and laws of internet use.

Skills of Critical Analysis

- ▶ Pupil understands the difference between fact and fiction, advertisements and other media contents.

- ▶ Pupil is familiar with different genres and narrative devices, is aware that media contents are the result of choices and different framings.

- ▶ Pupil can parse, evaluate and control information, and is familiar with the way media communicates. He/she knows about the structures of media, and sees through and beneath media contents.

► Pupil questions media messages and understands how stereotypes work.

► Pupil is aware of the commercial, political, and ideological goals of media.

► Pupil understands the purpose and the target audience of sources and thinks about the reliability, accuracy, meaning, neutrality, and immediacy of provided information.

Skills of Handling Information

► Pupil can define central terms and concepts which describe his/her need for knowledge.

► Pupil goes through various sources in order to satisfy his/her need for information, but knows how to limit this need or to modify it in order to find an easily controllable focus.

► Pupil understands that available information can be combined with, and it can be set against, existing information in order to create new information.

► Pupil knows how to search for information from various channels and in different ways, by varying and modifying his/her search strategies.

► Pupil uses different techniques to handle his/her chosen information.

► Pupil understands the main points of his/her sources and knows how to choose the most salient information for his/her text.

► Throughout the process of information search, pupil understands the ethical and judicial points of view of this process and knows how to act accordingly.

EXERCISE. Think how you could include these levels of competence in your usual evaluation.

1.7. Criteria for the Quality of Media Education in Schools

The teaching of media and information literacy should be assessed regularly. Below, we present one possible model for the evaluation of the quality and success of media education in schools. The evaluation criteria are based on the *Mediataitojen oppimispolku [Learning Path of Media Skills]* produced by the Finnish Ministry of Education and Culture in 2011.

Teaching

► Pupils are granted equal opportunities to learn media and information literacy.

► Teachers will take into account the individual traits of the media landscapes of their pupils and are aware of the levels of their pupils' media and information literacy.

► Pupils are granted a possibility to get to know local producers of media content.

► Working methods are varied and encourage pupils into thinking independently.

- ► Teaching covers all aspects of media and information literacy.

- ► Media education takes place through the collaboration of different subjects and teachers.

- ► Teaching materials are current and take into account pupil's informal learning needs.

Syllabus

- ► Media literacy education has been included in syllabuses in a systematic way.

- ► Media education is taken into account in the teaching of individual teachers, in the collaboration between teachers, in the yearly plans of schools, and more widely in pedagogical practices.

- ► The most important interest groups concerning media education are committed in practical cooperation within schools when syllabuses are compiled.

Leadership

- ► Teachers are encouraged to practice participatory media education.

- ► School practices encourage media education when teachers can collaborate with each other and when time and space is reserved for project-based teaching and learning.

- ► The head of the school enhances the quality of media education by naming a teacher in charge of media literacy and by acting as a spokesperson between teachers and those in charge of education.

- ► The readiness of teachers to realise media education has to be taken into account when recruiting new staff.

Staff

► The development of staff is supported through continuing training in media education. Apart from various courses and trainings, staff is encouraged into peer learning within the workplace, because the collaboration between teachers enhances the variety of media education.

► Teachers should always have a chance for experimentation, trying new media devices, and getting one-to-one training.

► The views of staff on media and media education are variable, and this should be seen as an asset.

► All teachers take part in media education.

Economic Resources

► Economic resources are directed into useful purchases of media devices and contents in schools. Attention is paid to the use of these purchases in teaching.

► Media education should be slotted enough time in the schedule.

► Various media materials, such as internet resources, newspapers and magazines, games and films, are actively used in the teaching of most subjects.

Evaluation

► Media education is included in the systematic evaluation of teaching quality.

► The practice of media education is systematically monitored, and the information obtained through such monitoring is used in the development of media education.

> EXERCISE 1. Go through the list above and think about the practices in your own school. Grade each point from 1 to 5, so that 1 corresponds to 'is not realised well in my school' and 5 to 'is realised very well.' Which sections could use some improvement? What can you do about it?
>
> EXERCISE 2. What kind of media and information literacy education skills lack among the teachers in your school? How could you better share your expertise among teachers in the large field of media and information literacy education?

1.8 Classroom Exercises

The following exercises are examples of the tasks which can be useful in the enhancement of media and information literacy. The exercises do not form a unified lesson plan. They can be modified, e.g., according to the size and age of the group, and used in a different order.

1. Media Diary

Goal: Pupils notice how media is a part of their everyday lives.

Materials: A printed media diary form for each pupil.

Ask your pupils to pay attention to their own media use, for example, over a week. They are to write down the amount of time they spend with media daily. Prepare a grid which pupils can fill in with answers to the questions: at which times do you use media, which media do you use, what kind of media content do you use, is your media use active or passive, and is it social or solitary?

When the media diaries are ready, pupils will write a short essay which answers the following questions:

► As you add up your daily media use, compare the time with your other activities (school, hobbies). Were you surprised at the amount of time you spend with media? Why?

► While you were reading magazines or watching TV, what kinds of contents did you concentrate on and why?

► Our choices of media subjects and contents are often affected by our own interests, our friends, our place of residence, and situation in life. What are the reasons behind your media choices?

► You can also compare different media. Which is your favourite one? Which one do you spend most time with and why? Which media do you use most for entertainment? Where do you find news? Through which media do you contact your friends?

Pupils hand in both the media diary form and the essay to the teacher.

Recommendation for assessment on scale 1 to 5 (5 being the best):

5: Pupil has marked down all the media content he/she has used. His/her essay is reflective and many-sided and the pupil shows that he/she has learned new things about his/her media use.

4: Pupil has carefully filled in his/her media diary form. He/she reflects on his/her media use in depth and has learned something new of his/her media use.

3: Pupil has filled in a considerable part of the form; some parts may be missing. His/her essay is reflective, but it remains unclear whether he/her has learned anything new.

2: Pupil has filled in the form carelessly. His/her essay is rather superficial and he/she has not learned anything new.

1: Pupil has filled in the form extremely carelessly. His/her essay is superficial and he/she has not learned anything new about his/her media use.

2. Media Biography

Goal: Pupils understand how their media use and media literacy have evolved over the years.

At home, pupils write an essay in which they answer the following questions. (They can interview their parents in order to get more information.)

- ► What were the first media in your life?
- ► What is the first media memory you can bring to mind?
- ► When did you learn to read? When did you take your first photograph? When did you use the internet for the first time?
- ► Who has taught you to use media and to analyse media contents?
- ► In what kind of situations have you developed your media literacy skills?
- ► When did you get access (at home or elsewhere) to certain media devices?
- ► Which media have been the most important to you at different ages?
- ► What kinds of emotions have media aroused in you at different ages?
- ► What kinds of media contents are forbidden and allowed to you?
- ► What kinds of media contents are important to you now? Why?
- ► What have you learned from media?

Recommendation for assessment on scale 1 to 5 (5 being the best):

5: The essay is deeply reflective and covers a lot of ground. Pupil does not make a list of different things, but rather takes stands and ponders the development of his/her media relationship and media literacy.

4: The essay is reflective and comprehensive. Pupil reflects on the development of his/her media relationship and media literacy in a sufficiently broad way.

3: The essay is broad, but not very reflective. Pupil tends to list his/her media history. The essay does not give a clear idea whether the pupil is aware of the development of his/her media relationship and media literacy.

2: The essay is superficial and list-like. However, the pupil has answered all the questions. He/she has not understood the concept of media literacy.

1: The essay is very superficial and the pupil has not answered all of the questions. He/she has not understood the concept of media literacy.

3. Searching for Information

Goal: Pupils can define their need for information, know how to search for information from a variety of sources and know how to assess the reliability of their sources.

Ask pupils to pick a subject to run a wide search. Choose the range of subjects that would correspond to a real need for information, for instance, a written course assignment. You can also choose the subjects for your pupils.

Provide the following guidelines:

► Describe your subject. Make a mind-map.

► Reflect on what kind of information you need: are you looking for research literature, statistics, or interviews? Describe the subject areas you need to search into. Make use of the mind-map you made earlier.

► Think whether you already have prior knowledge on your search subject. Where does this knowledge come from? Evaluate whether it is useful for this assignment.

► You can now start your search. Think about search terms to be used. Make use of your mind-map and available thesauruses and other resources (libraries will give you information on how to use these). Think how you could combine your search terms and how to restrict or expand your search. If you know other languages, you can use foreign search terms as well. Think about where to start your search (libraries, internet, or experts on the subject)

► After you have performed your search, think about answers to the following questions: Did you save your sources? Did you know the correct citation procedure? What aspects did you pay attention to while choosing your sources? Did you abandon some sources because you doubted their reliability? In this case, did you attempt to find other sources?

► Finally, evaluate your success in finding and using information. Did you know how to use databases and search services? Did you find the correct search terms? Were your information retrieval skills sufficient? Should some of these skills be reinforced? How did your plan help you in the process? Did you encounter any surprises during the process? Did you find enough information for you assignment? If so, which one? How did you solve these problems?

Recommendation for assessment on scale 1 to 5 (5 being the best):

5: Pupil has understood the task and has visualised it with the help of a clear mind-map. He/she knows the appropriate terminology and has used correct search terms or phrases. He/she has recognised reliable sources and has chosen the best ones for his/her particular need.

4: Pupil has understood the task dealing with information search and has made a mind-map. On the whole, he/she knows the appropriate terminology and most search terms or phrases have been relevant. He/she has recognised reliable sources and has largely been able to choose the ones most appropriate for his/her particular need.

3: Pupil has had some problems understanding the task, and his/her mind-map is somewhat unclear. He/she knows the terminology dealing with the chosen field and has used some correct search terms. He/she has some problems recognising reliable sources and using the most relevant ones.

2: Pupil has had problems understanding the task, and his mind-map is unclear. He/she is not familiar with the correct terminology of the chosen field; thus, his/her search terms or phrases are not correct. He/she has experienced problems recognising reliable sources.

1: Pupil has not really understood the task, and his/her mind-map is very unclear. He/she is not familiar with the correct terminology; therefore, his/her search terms are not relevant. Pupil has had problems evaluating the reliability of sources.

4. Assessing Media and Information Literacy

Goal: Pupils understand the concept of media and information literacy. They know how to evaluate their skills and note which areas could be improved.

Compile a self-assessment sheet on media and information literacy for your pupils. Select from the chapter *Assessing Media and Information Literacy* the points you think may be relevant for your own pupils. You can use sentences from the headings of *Creative and Aesthetic Skills*, *Interactive Skills*, *Critical Skills*, *Security Skills* and *Information Skills*.

Your pupils can assess their skills, for example, on a scale of 1-5 in which 1 stands for 'I don't yet know very well' and 5 'I know / can do perfectly'.

When pupils have completed self-assessment, ask them to choose from the list three skills which in their view need more work. Considering all the three, ask them to think about how they could improve these particular skills today.

Young People as Global Media Audiences

Media devices and the ways of using media are in constant change. In the 2010s, media are defined by variety, networking, and globalisation. Particularly in the West and in many metropolitan areas around the world, young people have grown up with internet videos and digital games. Their parents, however, have begun their media use with television, radio, and newspapers. The ways of using media have also changed: for instance, radio, which used to be the centre point of the family, and a media requiring concentration are nowadays a mere backdrop for homework, for example.

Young people use media more actively than the older generations do. They send pictures straight from their mobile phones into social networking sites, comment on news items, and catch up with each other online. As an audience, they are smaller than that of the main news broadcast, but they are, nevertheless- public agents. The laws regulating public broadcasting also cover the young people who upload pictures, videos, and texts online.

The goal of this module is to make visible the media environment of young people and to ponder the concept of 'an audience'.

Learning outcomes

After studying this module you will:

- learn to perceive young people as audience: targets, receivers, users, or co-producers;
- get an insight into relationships with media in the construction of a developing identity;
- be familiar with global views into young people's media relationships;
- learn how media can be utilised in civic participation.

2.1 Characteristics of Young Media Users

As our everyday lives become more technologised, the significance of school as the shaper of children and young people's world view has changed. The importance of media and peer groups has increased, and a greater part of growing up takes place outside the traditional learning environments. Their surroundings are changed by the possibility of constant online presence, which is enabled by information technologies. Young people's media use is active, and they produce content themselves, e.g., online video sharing sites. Whereas adults are hard pressed to keep the workplace out of leisure time, for young people it is natural that leisure stretches into working time and into the school environment. Young people do not see the need to distinguish between online and offline events.

Although particularly the urban young have got used to technology as an everyday phenomenon since childhood, they are the first generation to do this. Young people do not have inborn abilities to deal with and understand everything the internet offers. Thus, it is not right that the young people are provided with the hardware and online access if no one is there to guide them in their safe and appropriate use.

However, those people who have lived in the digital age all their lives have been observed to use media in a different way to those who have not. Digital media are a given for all generations now, but those who were born at the turn of the 21st century cannot even imagine a world without them. The so-called Generation Z uses media as a routine and is very difficult to surprise with new innovations. Generation Z uses the global network to keep in touch with people worldwide, and they do it at a younger age than the previous generations. Usually the terms 'digital native' and 'digital immigrant' are used to keep the generations apart; young people who have been born

into a digital culture and grown up with the internet move about in this culture differently than those into whose lives computers, the internet, and digital games have entered at a later age.

Young media users are after a new kind of visibility and participatory culture. They understand that a fashion blogger can influence trends, and a young MySpace musician can become internationally famous. Celebrity means asserting oneself and looking for respect or approval either from one's close circle or internationally.

For young people, media use is obviously social. Through social media young people keep in touch with remote family members and find new friends. Online it is also possible to try on different social roles. Someone who is shy and quiet offline might be talkative and open online; a boy who is retiring in the school environment might be a clever strategist and leader of troops in an online gaming world.

If a young person cannot find like-minded friends in real life, she or he can find them on internet forums. However, not all social skills are learned through online communication; thus, young people should have friends in real life as well. Many young people have actually met their internet friends offline.

Many of the following traits are true about adults as well, but they are at their most typical among young people's media use:

1. Young people are communication acrobats.

Communication acrobatics emphasise everyday multimediality. Young people use various media devices and contents according to their needs, depending on the situation.

2. Young people use bite-size media.

Consumers can decide, among the media they are offered, which video clips to watch, which news items to click open, and which information to trust. Young people combine pieces of information here and there. There is a danger of the big picture of the society becoming gossamer-like.

3. Young people recommend media contents to their friends.

In social media, anyone can be a central source of information, a filter, or an opinion leader. Being a cusp of information is easy, as the tools are available to anyone.

4. Young people use media on top of each other.

Media are used simultaneously, on top of each other: young people listen to radio, read magazines, and chat with their friends on Facebook at the same time.

5. Young people always carry the media with them.

Almost all young people carry a mobile phone and an mp3-player with them. Mobile internet offers new possibilities for social networking, for instance, through applications based on location.

EXERCISE 1. Do you recognise the signs of young media users among your own pupils? How could you make use of their media habits in your own teaching?

EXERCISE 2. Young people use a lot of entertainment media on their free time. How can you teach academic skills through entertainment media?

EXERCISE 3. Find out how young people the same age as your pupils use the internet. Why do they use it? What kinds of services do they use? What kind of information do they look up online? What kinds of problems do they encounter? Studies on the internet use of young EU citizens can be found in the EU Kids Online reports (www. eukidsonline.net) and on the internet use of American youth (www.pewinternet.org).

2.2. Media and the Developing Young

Media offers role models, ideals, values, and various world views. With the help of models media provide anyone can think, 'That's what I want to be like,' or 'Those are the kind of people I don't want to be with'. Through TV programmes, social media, and other media contents, young people mirror themselves in relation to the world, which may cause pressures about growing up and about the way one should look.

The majority of media's influence is difficult to perceive, as it cumulates gradually. Because a young person's identity and world view are only developing, media affect this development more strongly than is the case with adults. Adults cannot always understand the effect, e.g., different social networking sites may have on a young person's development tasks. In early and mid-adolescence these include the development of self-image, distancing oneself from one's parents, and the development of sexual and gender identities.

Media as a building-block of identity

For an individual's psychological wellbeing it is important that one's identity is self-discovered and actively constructed, and not, for instance, assumed ready-made from parents or friends. For this discovery, media offers an environment where it is possible to role-play through experiments and secondary experiences.

The achieving of a satisfactory identity presupposes an independence and specialisation of emotions. Gradually, one's thinking becomes independent of predicting other people's thoughts, and one's own feelings are separated from other people's emotions. The less developed the identity is, the more diffuse is a young person's idea of being separate from others, and the

person is more dependent on outside sources when evaluating oneself. The more diffuse one's identity is, the stronger media's models on the individual are.

As young people are fragile in their self-esteem and identity, media causes them a lot of pressure. It is important to look critically at the messages of media and advertising on success, happiness, thinness, or sexuality. Through media education it is in many ways possible to enhance the identity work of young people, to strengthen their relation to themselves and to others, and to help them see themselves as a part of the world.

Because the social networking sites offer a strong visual medium for self-expression, the excesses on these sites are usually connected to the emphasis on appearance and sexuality. Young people imitate — sometimes very daringly — the behaviour of pop stars they have seen in the media. Furthermore, media have an important role at the time of sexual awakening, as they familiarise teenagers to adult sexuality and its representations. At this age, many young people look actively for sexual material and information online. It is not good for a young person's development if their view of sexuality is limited to models gained from watching pornography. Thus, young people should be offered objective information on sex and sexuality, both at home and at school.

Heroes and idols are important in the development of one's self-image

For a developing self-image, heroes and idols are important, as long as they do not become too overwhelming. Overwhelming heroes are a strain on the developing self-image if a young person thinks, 'I can never be as thin/rich/sporty/successful as my idol.' Such 'superheroes' can cause problems for self-esteem, and even eating disorders and depression. Violent action heroes who represent a black-and-white worldview teach ways of action that are ethically untenable. A healthy self-esteem helps a young person keep media's pressures on appearance and role expectations in proportion.

However, identifying with media figures is important for identity development because it enables looking at the world through different roles. Identifying with an idol strengthens one's self-esteem, and one can in a way absorb the hero's positive attributes. In addition, one's own media choices are empowering: through them one expresses one's personal tastes and opinions, as well as taking part in common values.

Media offers emotional experiences

Experiencing positive and negative emotions, and learning to control them are important development tasks. Media offers a useful arena for such work. Media can be used knowingly, e.g., gaining a particular emotional state; however, one should first learn to recognise the emotions media can arouse.

When a young person can experience emotions in an age-appropriate way, the emotional effects of media are mainly positive. Emotional stories enable a safe place to process difficult feelings and situations, and they remind one that life includes not only pleasant emotions, but also sadness, fear, and moments of uncertainty. Romantic films, action games, comedy, horror, and eroticism help us relax, forget our own sorrows and distance ourselves from our everyday lives. A young person's capacity for empathy is enhanced when he/she takes another person's point of view in a media story. Media can also act as a model for the handling and expression of one's emotions.

The impact of violence in media

Adults are most often worried about the models of violence offered by media. Aggressive effects are very individual: whereas some become distressed, some get reinforcement for their aggressive tendencies, and some are not affected at all. Media alone does not cause aggressive behaviour; it is a question of a vicious circle: violent entertainment may reinforce violent attitudes and behaviour in those young people who find violence an acceptable solution in conflict situations. Conversely, violence experienced in games might lessen one's aggressive tendencies.

Frequent media violence might make a large-scale consumer believe that the world is an evil place and that people cannot be trusted. Documentary violence depicts aggression in a more balanced way, showing also the victims and their suffering, which causes anxiety in the viewers and makes violence less attractive for them. Thus, it may even be beneficial viewing. If the viewer empathises with the victim, their own desire for aggression is lessened.

In order to avoid numbness, it is best to use media selectively and in moderation. It is expedient to get rid of useless, overemphasised fears, but also to avoid dullness which stops all feeling and the ability to empathise with others.

EXERCISE 1. Young people are interested in reality TV shows. Look at one such programme and think why emotions in these shows are seen as stronger than those depicted in fictional drama.

EXERCISE 2. Look up young people's lifestyle or style blogs. Think how the reading of such blogs may affect a young person's identity or self-image. What kind of role models are the members of the blogging community to each other? How could you make use of such blogs in your teaching?

EXERCISE 3. Age limits show the age when it is appropriate to see certain media contents. Think why many parents still let their children use media contents that are deemed harmful for their age group.

2.2 Targets, Receivers, Users, Co-producers

We all have experience as media audiences. Children and adults both spend a significant amount of time each day engaged in media and communication activities. There are two traditional ways of studying media audiences. The first is to look at consumers of media products, or what the media and communications industry describe as 'target audiences'. The second is based on reception theory, which sees audiences as active participants in reading and interpreting media and information. Currently, activity theories are also used in active participation and engagement with media, especially when studying the production of user-generated content.

Target audiences are groups of readers, viewers, or listeners defined by specific characteristics such as age, gender, income, or interests: a specific group for whom media and other

organizations develop content and shape messages. For example, advertisers are interested in buying time or space that will give them access to a specific demographic or target audience. In the television industry, advertisers will buy advertising slots from a network during a particular programme if that programme attracts the audience they want to reach.

While we can be considered as a target audience for a particular media, every time we see or hear a media text our response is based on our individual social knowledge and the experiences we bring to a text. When we receive messages or information from media, we interpret it through our personal ideology and values. It is also possible, however, that we actually negotiate the meaning of a text, accepting some elements and rejecting others. How meaning is constructed in film or photographs (through camera angles, types of shots, editing, etc.) also affects audience interpretations in different ways.

With the expansion of digital media, an important development has been the move from a traditional communication model of 'one to many' — characteristic of print and broadcast media — to a more dialogic 'peer to peer' model which facilitates collaborative creation and sharing of content, i.e. several activities with and through media. As content is digitised, it becomes accessible from numerous devices, including radio, television, personal computer and, perhaps most importantly, the mobile phone, which is emerging as the dominant platform for delivering all kinds of content. The digitalisation of voice, image, sound, and data — known as convergence — creates new opportunities for interaction between audiences. Moreover, online communication and technologies have opened up possibilities for user-generated content and participatory, creative roles of audiences as co-producers of media contents. For instance, it is possible to comment on news and send feedback for production companies online. Furthermore, at its best, the internet brings those within power and the ways of taking action closer to the people.

EXERCISE. Look up online the five most popular films in your town last week. Who do you think the target audience is for each of these films? Find reviews of the most popular of the films online. How can you tell whether they have been written by a professional critic or a film enthusiast?

2.3 Relationships with Media: Individuals and Communities

Our experiences are increasingly facilitated through media. We use media for relaxation, looking for information, and studying — i.e. we use different media for different needs on different occasions. The consumers of mass media (viewers, listeners, and readers) form communities. Only a few national and international events — such as the Summer Olympics which are televised all over the world — can be said to have a single audience.

Different kinds of audiences are formed around individual media, channels, and programme types. The concept of 'an audience' has become — through technological development and social media — interactive, and more active in general; for instance, an online audience is not merely a passive reader or browser; rather, it takes active part in various discussions and in the creation of content. Instead of talking about audiences, it is more fruitful to discuss with young people such issues as how to act as audience — for example, as a member of online community.

Everyone has their individual relationship with media...

Our relationships with media are interactive. A 'media relationship' refers to an individual's personal relationship to media, or a community's relationship to media. Media relationships are referred to in discussions on the frequency of media use, the choices of media contents, people's general attitudes towards media, or the skills of media use.

An individual media relationship always involves a dialogue between oneself and a media text. Whether dealing with fact or fiction, the recipient compares the contents of the media text with their own views and experiences. Studies have shown that people tend to select from media those views and ideas which reinforce their own previous views, values, and sense of self.

…although media use is often a participatory activity

Media use is participatory in many senses of the word: people watch TV together, chat with their friends, play online games together — and going to the cinema is not a solitary activity, either. Although one does not use media together with other people in the same room, one can still feel a part of a united, imagined community. Through media the sense of a national unity is reinforced, for instance, during sports events such as the Olympics. Moreover, global news spread stories which can unify a worldwide audience.
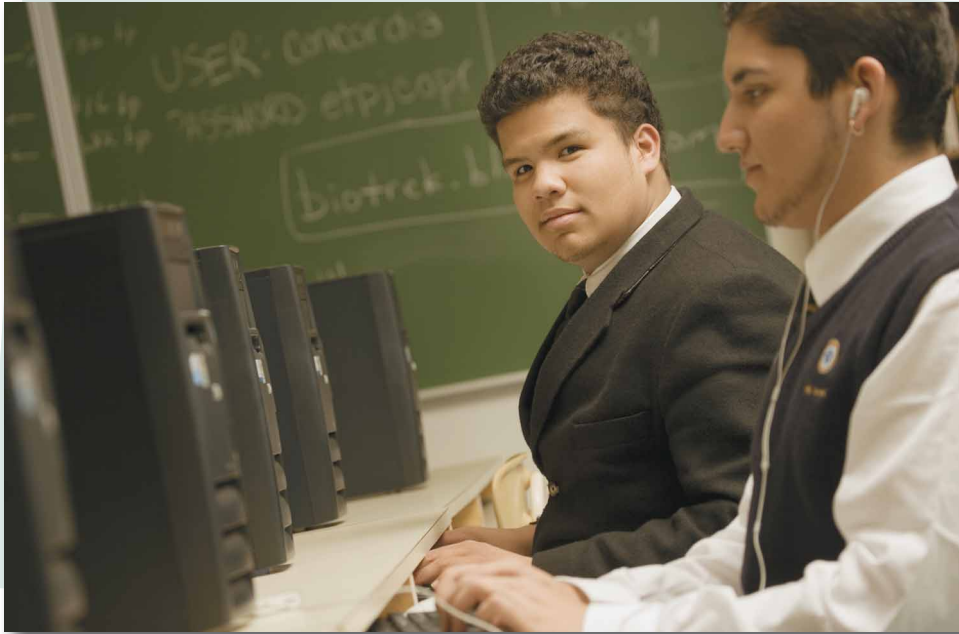
Particularly children and young people of school age find it important to belong to a group. Many times such groups are formed as a by-product of media contents and subcultures. Friends can recommend TV-series and websites, and a young person can feel stupid if they have not seen an online video everyone else is talking about. Conversely, shared media experiences may create pressures. Particularly for boys, the consumption of rough media contents can become a kind of manhood ritual for gaining the peer group's approval. Hobbies, friends, styles, and interests unite us with people who feel and think the same. At the same time, media choices can separate us from others who consume entirely different kinds of media contents.

The internet has transformed participatory media use. In the world of the internet and games, a young person has an active role, and the virtual, interactive world may be even more effective than the traditional media. Online, one can leave traces of oneself for others to see, for instance, in the form of a video. A hobby that used to be solitary is now turned into a participatory one, and communities encourage their members into individual creativity. Through the internet, people with similar interests can find each other, no matter where they live. Researchers talk about special participatory cultures that emerge in and through the internet.

EXERCISE: Think about your own audience. When was the last time you felt a part of a large, nationwide audience? What kinds of media topics do you discuss with your friends, colleagues, or family?

2.4 Democracy and Civic Participation through Media

Young people take part in the surrounding society and their close circle in a myriad of ways. They are visible opinion leaders at home and among their friends, and many take active part in the issues concerning school or their immediate surroundings. Young people use media to express their own views or support for certain issues. Through the internet, it is possible to take part in civic discussions, sign petitions, email members of parliament, write letters to editors, and make visible societal flaws or issues.

In participatory cultures, young people can take part in civic discussion, for instance, through social media. In the traditional media, it is the adults' views which are overemphasised; online, it is easy for young people to be heard as well. The ability to feel oneself an active agent is a prerequisite of citizenship. Only when children and young people analyse and produce different kinds of media contents can they see themselves as an active force and act as citizens, also within media cultures. Young people's aspirations for action and participation are an important part of growing up into citizenship. Well-informed citizens are better equipped to make decisions and to participate in society.

The UN Declaration on the Rights of the Child ensures a right for children and young people to express their views and receive and search for information through different channels. This process requires grown-up educators, who will first of all talk about young people's possibilities and show where and how to find information on making decisions and swaying other people's opinions. The media also have a responsibility to help young people find information on topics which concern them and provide them with opportunities to participate in discussions as citizens.

Many European studies show that young people use media mainly for recreation and relaxation; this means that those media contents which encourage them in social activity are often ignored.

It is a task for schools to introduce pupils to such contents as a part of their teaching activity. One of the goals of media education can be to make students interested in common issues and politics.

Expressing one's opinion in a clear way, justifying it, and looking at phenomena from various points of view are important parts of media literacy, and can be practiced through, e.g., writing a school magazine, publishing video opinions, producing posters, or arranging a debate on an important issue. Pupils can come up with a social media campaign around a topic they find important and observe the campaign's progress. At the same time they practice expressing their opinions in a non-offensive way. Restrictions to freedom of expression are allowed only when such restrictions are necessary to protect the freedoms of others. Limitations, such as laws preventing 'hate speech', should be carefully defined to avoid misuse.

EXERCISE 1. Using online and library resources, study the ownership and control of today's major media companies and government monopolies. What impact might this ownership have on access, choice, and freedom of expression?

EXERCISE 2. Media position themselves in different ways. In the traditional media, young people are only shown as perpetrators of crimes, as targets of worry, or as members of a weird subculture - or sometimes as young sports heroes. Familiarise yourself with your local media. How are young people visible in them? What kinds of roles are allotted to them? Are there separate pages or contents for young people? Discuss young people's media roles in class. Are these roles realistic? How do media represent young people?

2.5 One Day with Media Around the World

As part of the Comparative Research on Youth Media Participation (2009-2011), media diaries were collected from 14-year-olds in five countries during spring 2010. In Argentina, Egypt, Finland, India (Gujarat) and in Kenya a total of 627 diaries were collected mainly in schools. Out of this collection, a few urban media diaries from four countries are given as examples of varying relations of young media with media. There are diaries from both urban girls and boys. The aspect of social class appears significant: the uses of media among the middle class young reveal similarities in the urban areas around the world. Poorer areas — Kenya in our study — have entirely different patterns of media use.

In the comparative research project of Youth Media Participation, the purpose of the One Day with Media collection was to understand how media uses are embedded in the everyday life of young people in different cultures. The pupils were encouraged to write about the purposes of their media use and the kinds of thoughts and feelings the media and media contents aroused in them.

The research was funded by the Finnish Academy, and the collection of media diaries was realised in collaboration with Nokia Research Centre. You can read more about the study online, for example: Kotilainen, Suoninen, Hirsjärvi and Kolomainen (2011) "Youngsters' Expressions of Responsible Citizenship through Media Diaries" in *NORDICOM Yearbook* [http://www.nordicom.gu.se/common/publ_pdf/Yearbook_2011.pdf].

Argentina

In Argentina, there are great differences in access to and the use of different media between urban and rural areas and between social classes. This divide was best seen in regard to access to and use of the Internet; it played a central part in the lives of urban teenagers, but was rarely used in rural areas.

Argentina, urban girl

I woke up with the music of my cell phone; 15 minutes later when I was putting on my clothes I turned on the radio to listen to the news and to some music I like. When I was having breakfast I turned on the TV to see the weather. On the car on my way to school, I turned on the radio.

At school, I read three books, and in the breaks I listened to music on my cell phone. When I came back home, by bus, I listened to music on my cell phone again and I also texted to my mother to let her know I was on my way home.

When I arrived home, while I had lunch I watched the soap opera with my mum because she likes the actors. When I finished lunch, I turned on the computer to enter Facebook, to check my emails, to see twitter and to listen to music, specially two FM radio stations I like.

After this, I used the regular phone to call a friend and ask her something about the homework. At 4 PM I watched the soap opera on TV. I like this soap opera because of the actress who plays... I like her since I was 5 years old. TV is a lot of fun and it is company... Then I talked to my father on the cell phone and I started to do my homework.

At 8 PM I watched a movie on Disney Channel, it is a movie I like a lot. At night, my mother came from work and brought me a magazine, and I started to read it immediately. I like this magazine because I learn a lot of things about my favourite artists. I love to use Facebook and the mail because I can communicate with my friends, especially with the ones I do not see very often. I like to use Twitter because I see the comments and I know what the artists I have on my list are doing.

I felt happy when I watched the soap opera, when I used my cell phone, when I used the computer and read the magazine. I did everything alone, because my parents work the whole day. But I never feel lonely because I am connected with people the whole day. Internet occupies a lot of time in my life and the other media too. For me they are very useful, very important and a lot of fun.

Argentina, urban boy

On Monday 19th I used essentially the cell phone. At 6.30 AM I used it to wake me up and only a few minutes after this, to listen to music while I was travelling by metro to school. Then, already in school I used it to text to my girlfriend and to a friend to ask him about some dates regarding the homework.

Then in the breaks, I listened to music on my cell phone. I chose radio FM and music programs. I enjoyed listening to this radio station because it amuses me, it is a lot of fun and also, you can learn about the news. When I came back home, after school, I turned on the computer to download some songs to my cell phone and I entered Facebook. I always use the computer, to see something in Facebook, to look for information for school or to chat.

At night I usually watch TV with my mother. Yesterday I watched a program that talks about the news in a humoristic style. It was a good way to share some moments with my mum, after a long day of work and school. I watched TV because it was fun, entertaining and it is a good way to learn about the facts or news of the day with humour.

Before then, I also played some games with my cell phone while I had to kill time waiting for my English class. I like Tetris, Poker, Backgammon and Sudoku. I also used the regular telephone, to call to my grandparents because they had been to the doctor and I wanted to know how it was. I also called a friend in another city –I do it once a week. It is a need I have because she is a lot of fun and we have two very different lives.

Finland

In Finland, digital media technologies are part of the everyday life of young people both in urban and rural areas: 75% of all Finnish households have broadband internet and there are more mobile phones than inhabitants in the country.

Finland, urban girl

On Monday morning my use of media started off early, by reading Donald Duck while having breakfast. I didn't really have time for other media. Before leaving for school, I checked the weather forecast for the day.

At school, we used computers in the Finnish class for our own project. I looked for recent news topics for my project and at the same time I checked, just for fun, the flight cancellations caused by the Icelandic ash cloud.

After school, I rushed to my computer, to Messenger and Facebook. At the same time, I checked the weather for the week and the latest news in the hope of finding something interesting. In the afternoon, I skimmed through the Nyt-supplement (of a national newspaper), and called my parents and went to my hobby. In the evening, I watched Suomen huippumalli haussa [Finland's Next Top Model] and before going to bed I watched the news. In bed I listened to music on my iPod for a while.

Media is a big part of my everyday life, and I use it some five hours a day. I've realised that my family uses media even more than me on a daily basis. My parents work with computers and while driving they have the radio on. First thing in the morning, both of them read the newspaper and in the evening they often watch the news. They also hold phone conferences even to other countries. When using media, I concentrate on what I find the most interesting. By this I mean having fun, a great part of which is sending messages to friends, and hearing what's new, and at times using my own ideas to be creative. Music is particularly important to me, and thus I'm mostly interested in media contents that have to do with music. Records, internet, television, and the biographies of musicians are good examples of these.

Finland, urban boy

Nowadays media surrounds us everywhere. Basically we cannot avoid it at all. As a typical Finn, the mobile phone is an important part of my media use. Via an internet connection almost all the world's knowledge is at hand on the mobile as well as on the computer. Wikipedia, among other things, has revolutionised the access of information.

Nowadays we cannot think about the world without an internet connection. We can keep in touch with our friends in different parts of the world. With Facebook we can

look at each other's videos on YouTube, a look at pictures taken from the earth's orbit with the help of Google Maps and/or Google Earth. Computers are getting smaller and smaller, iPods for example, which don't resemble mp3 players as much as laptops.

Monday was a normal day for me media-wise: I watched television (channel-surfing), browsed the internet (f.ex. watched videos on YouTube), used my mobile phone (surfing the internet, making calls) and read Tekniikan Maailma [World of Technics]. The importance of newspapers has declined with the introduction of the internet, as news is easily readable online. Thus Monday was a typical day for me media-wise.

India, Gujarat

In the Indian media diaries, media use gives a strong sense of belonging to both the local and global community. The news is followed carefully, and they arouse strong feelings of joy and sorrow; the news is also talked about with friends and family members.

India, Gujarat, urban girl

In one day, from morning till the evening, I have used newspaper, computer, radio, magazine, TV etc. In newspaper, I read about sports news, in which India had won a match that was played between India and South Africa on 21st February. When I was watching the match, then the opposition team were hitting many fours and sixes in the final overs of the game. The members of my family were very excited and nervous about whether India will win the match or not. But this did not happen and the Indian team won and the opposite team lost the match.

After that I came to school and used the computer. We had the computer period and hence we went to the computer room. Our sir taught us the lesson of introduction to excel in the computer practical period and then told us to practice excel on the computer. We clicked on the start button in the computer and then clicked on Run. We clicked on excel in Run and then opened up the excel program. We made a file of the marks obtained by us in the second exam and then saved the file on the computer.

Then we had a library period in our class. Our teacher gave us some magazines in the library. We read some stories in the magazine. We read some stories related to education. We read about the advantages of education and how education is very necessary for the progress of the country. After reading these stories, we felt that we should study very much. We cannot do anything in this life without studying and if we do not study then we cannot survive in this world of science and technology. Education plays a very important role in the progress of our country and hence I have decided that I will study a lot and do something for the country. Printing of stories, activities in magazines is done by the media and media plays a very important role in it. All this is done by the media.

After that, I went home and started to watch TV. At that time, a patriotic film was coming on TV. The film that we saw showed how the patriots of our country had made sacrifices for our country. Our country India was under the rule of English earlier. The patriots of our country fought against the English and attained independence for our country. It is only due to then that we are able to live peacefully today. After watching the film, I discussed it with my mother. My mother explained to me that our country was a slave earlier and the patriots of the country had fought and helped attained independence. After that when I went to school, I discussed about this with my friends also. After that my friends said we all will awake and will show and do something for the country.

Then I turned on the radio at 4 in the afternoon. At 4, a programme related to doctor was being broadcasted on Vividh Bharati. We listened to this program. The doctor was talking about how we can take care of our health. I listened to this carefully and discussed this with my friend when I went to tuition class. I felt that I should listen to what the doctor has said. If we do what the doctor has said then we can take care of our body.

After returning from the tuition class, I used the mobile. I talked to my friend using the mobile. She had not attended school that day. We had been shown the marks of Social Studies and Hindi that day in school. I told her the marks on phone. She told me that she had got lower marks as compared to what she had assumed and her marks were lower than mine. I told her to work hard for the next exam and bring better marks. We can talk anywhere at any place if we have any urgent work with the help of mobile. Thereby, mobile is an important device for every human being.

Internet is also very useful. We can obtain as much information as we want about any topic from the internet. Through satellites in the orbit we can make use of internet, radio, TV, etc.

We have many advantages because of media. The smallest of information can be obtained by us from TV and newspapers with the help of media. In earlier times, if we had some work and if we wrote a letter then it took a month to reach them and a month to get the answer back. This caused much delay. Now, if we have some work then we can dial the number from a phone and our work will be done in a minute.

India, Gujarat, urban boy

On 22/2/10, I got up at 6 am early in the morning. I brushed my teeth and got ready after taking a bath. I sat to study thereafter and then left for school. I reached school at 7.30 am and went to the computer room because the first period that day was of computer. I went to the computer room and then opened email through internet. Through it, I sent an email to my friend. He also sent me a return email. We worked a little bit on the internet. Then we opened Excel and worked on it for a while.

After finishing the computer period we went to the class. On the same day in recess, we went downstairs and read the newspaper in which we read a lot of news. During the recess, we ate snacks and went to play. After the recess finished, we returned to class. After coming back to class, the 7th period was that of library. During that we read a lot of books on cricket, stories, news, etc. When the period finished, we went back to class.

I studied, had fun at school and returned home at 1.15. After washing my hands and legs on returning from school, I switched on the TV set and watched a serial and then watched news. I saw that information was being provided about the match that India had won the previous day. Then a report was shown that in a village a 7 year old kid has fallen into a 60 feet deep pit. And many workers were digging a pit at the other side in order to make efforts to save him. I felt very sad on watching this news about the kid in the pit. For some time, I watched this news and then switched over to discovery channel on which I saw how a crocodile was giving birth to its baby and how it was rearing it.

After switching off the TV set, I switched on the I-Pod. I listened to many old and new songs on that and enjoyed. I also made my mother listen to those songs. Thereafter, I sat for studies and after finishing my studies, I went to attend tuition. I went to tuition at 4 pm and returned at 6 pm. After returning from tuition, I switched on the FM for relaxing for some time. I listened to some songs and news on FM. Among the news, there was good news that a mother had saved her child from a dog. After listening to

FM, I went to my aunt's house and read the newspaper there. In the newspaper, I read news about 'India's win in the match', 'Shahrukh's new film', etc. Among the news that I read there was news about shifting the 8th standard from the secondary level to the primary level. I felt very sad on reading this news. There also another news that a girl student of Standard 9th had committed suicide due to fear of failure in examination. I was shocked on reading this. I went home after reading some news in the newspaper.

After returning home, I played games in the mobile, called my uncle and then switched on the TV set and started watching a news channel. I saw two news about King Cobra. One news was that one snake charmer had committed much violence on a snake and that he had removed all the poison from near the snake's teeth and I felt pity for the snake on hearing this. The other news was that a king cobra had killed 20 people and it was till roaming in the villages and to catch it in the best way, a person from discovery had been called. I felt very sad and I discussed these with my mother and father and they also felt very sad.

When I stood up after finishing my dinner, I sent an SMS to my friend through mobile and then I while talking I slept.

Kenya

In Kenya, the teenagers taking part in the diary collection had very limited access to most electronic media. Their media use consisted mainly of radio and newspapers. The use of media among the Kenyan youth is selective; the youngsters often decide beforehand to use a certain media for a certain purpose at a certain time.

Kenya, urban girl 1

It was a cool Saturday morning when I was awakened by the loud noise from our radio. I woke up quickly to know which channel it was. I realised that it was KCB which was interviewing a famous medicine doctor. I quickly went to the sitting room and increased the volume because I would like to be a doctor by profession.

This was my favourite media and I liked it the most. It made me very happy because anytime I became hungry, I would just tune in to the channel. It made me to be interested because I also learnt skills on how to be a doctor.

This was the day when I read my favourite newspaper (Standard). I liked this newspaper in particular in sports. I went directly to sports when it indicated the World Cup Championship in South Africa. I was very eager to know which teams were going to participate. I liked it because it had interesting sports, particularly football.

Kenya, urban girl 2

Sunday was so boring because by the time I woke up electricity was already gone. OMG, I had to bathe with cold water. It was really frustrating because I didn't get to watch my favourite programs in the afternoon. The lights came back around 6 pm. I was bored-sick, even when the electricity came back I wasn't that excited, but I watched a wedding show program, and because I love weddings, it lightened up my night. We watched news and there was this particular story about people contesting against the proposed constitution through the internet. I thought that was, or rather expressed, a desperate look on the internet users. It was banned, anyone caught doing that would be sent to prison.

Monday the 19th. This was a very pleasant day for me today because I used a lot of media devices. I listened to the radio, especially Kiss100, Kenya's number one radio station had a lot of cool music and news too. I watched cartoons. Many of them, but particularly one, from the KTN channel, made my day. The cartoon's name was "Johnny Test!". Johnny Test has a cool hair that looks like a flame. When I was taking lunch I saw a nerve straining report on news about a certain place where women, teenage girls, little girls & old women are abused without care. I saw many slippers even as small as my palm length. This shows that we should take care and always watch news, no matter how boring, only for ours and others' safety. I also used my phone to surf the internet. I had fun googling, facebooking, and even received some information from Nokia laptops that were being sold.

I love media equipment and I talk about them with my mum. She's very inventive, loving, and loves using the laptop to do her homework from the university at work. She even researches. I love her coz she uses all sorts of media device to get useful information.

The media content about bringing prosperous program actors and even musicians really gave a huge impact on my life. The pieces of advice they give are really useful. For me, God willingly, I'd like to be a gospel artist and some of the pieces of advice have really given me a head start, even though I am in high school.

I usually prefer to use my phone to surf the net, listen to music, send texts, and get information about celebrities. I like because the phone is a much kinda sacred or rather private device.

Movies create in me all sorts of feelings. Sometimes I am happy because of the comedies, they make life or one feel at ease, they make me sad if they remind me of something that made me or my family unhappy.

I love mass media devices!

Kenya, urban boy

As usual, I woke up very early in the morning to prepare for school. Since I had no time to listen to morning news, my journey to school kicked off. Within a thrush of ducks tail I was in school and stormed straight into the library to read a newspaper. I read Nation newspaper in which I was only interested in sports and I read about my favourite team, Manchester United.

In the evening, I went home and did my evening chores, after which I switched on the television to watch my favourite program, The Promise, on Citizen television. I was as happy as a king during his coronation day with the actors. I was pleased with the way they acted.

At nine o'clock, I switched on the radio to listen to Ramogi radio to listen to a program in our own language, called Keth nyingi to iger dend, meaning: Spoil your name, build your body. I was amused by the actor, a whole grown up man crying for food.

EXERCISE. Compare the young people's media diaries. What do they have in common? In what aspects do they differ? Have you learned anything surprising?

2.6 Classroom Exercises

The following exercises on media and information literacy have been successfully used in classrooms. They do not form a unified lesson plan. They can be modified, e.g., according to the size and age of the group, and used in a different order.

1. Young People as a Target Audience

Goal: Pupils will recognise ways in which young people are being addressed as a target audience.

Duration: Approximately 30 minutes.

Materials: Paper and pen, teenager magazines and books and a computer with internet access. This task can be done as a visualisation exercise, in which case none of the media devices are needed.

Read the section "Targets, Receivers, Co-producers…" in advance.

Divide pupils into three groups; if you have a big class, it can be divided into six, so that two groups will have the same topic. One group will deal with young people's magazines, the second one, with youth-oriented TV programmes, and the third one, with books aimed at young people. If you have brought the media material into class, give it to your pupils. The TV group can look at television programmes online as well. Ask your pupils to choose a secretary who will take notes on the group's answers to the following questions:

► Why do you think that this product is aimed at young people?

► How do they appeal to you?

► What kinds of topics are popular?

► Do you think they are good or interesting? Why?

► What kind of image of youth do they produce?

Compare the findings of different groups. Are there similarities between magazines, books, and television programmes in the way they talk to young people?

Recommendation for assessment on scale 1 to 5 (5 being the best):

It is important to get pupils involved in the discussion of the topics. There are no right or wrong answers. The assessment is given to a group, not to individual pupils.

5: Pupils discuss the topics in a lively and enthusiastic way. They bring central points of view into the discussion. They recognise many ways in which young people are targeted as an audience.

4: The discussion stays on the topic and is lively. Pupils take part in the group work enthusiastically. They recognise numerous ways in which young people are targeted as an audience.

3: Pupils discuss the topic in a rather stilted way. They do only the tasks they must. They recognise at least one way in which young people are targeted as an audience.

2: Pupils find it difficult to talk about the topic with any relevance, and their discussion is forced. They are reluctant to participate in the group work. Talking about young people as a target audience is very superficial.

1: Pupils discuss the topics a little or do not contribute to the discussion at all. They do not take part in the group work and do not understand the concept of targeting young people as an audience.

2. Media in Everyday Life

Goal: Pupils learn to observe media's role in everyday life and to pay attention to communal ways of media use.

Duration: Approximately 30 minutes.

Materials: Paper and pens.

Upon reading the text *In Relations with Media: Individuals and Communities*, ask pupils to discuss the following questions in pairs. Ask each pair one question at a time, and give them 2-3 minutes to prepare an answer. Ask them to write down their answers on paper using bullet points.

► To which extent do media regulate your daily life? Which media services make your life easier, and which limit it?

► How often do you talk about media-related topics with your friends? What kinds of topics did you discuss last time?

► How do your friends and parents influence your media use?

► Try to find three things which distinguish you and your pair as media users.

Divide the blackboard into four sections — one for each question. Ask the pairs to write down a few key words about each question based on their discussion. Sum up pupils' key words. Pay attention to both individual and communal media use in your summing-up. Ask your pupils for details and comments.

It is important that pupils learn to recognise their particular media relationships. It is also important to make the results visible, so that pupils would understand the participatory nature of media use.

This particular exercise will fit well the lessons dealing with media production, or can be used as an orienting exercise before studies of advanced information acquirement.

Recommendation for assessment on scale 1 to 5 (5 being the best):

The main point is that pupils discuss the given topics. There are no right or wrong answers. The assessment is given to pairs, not individual pupils.

5: Pupils discuss the topics in a lively and enthusiastic way. They focus the discussion on the most important points. They understand the role of media in their lives and have learned to pay attention to communal media use.

4: The discussion remains on topic and is lively. Pupils cooperate on their task briskly. They apprehend the role of media in their own lives and the concept of communal media use.

3: Pupils discuss the topics in a rather contrived way. They only do the tasks they must. The discussion on the role of media in their own lives as well as the communal use of media is superficial.

2: Pupils find it hard to be relevant in their discussion and their talk is rather forced. They work lazily. The discussion on the role of media in their own lives, as well as the communal use of media, is extremely superficial.

1: Pupils discuss the topics a little or do not discuss at all. They do not take part in the shared tasks. They do not understand the concept of the roles of media and the communal use of media in their lives.

3. Media Diaries

Goal: Pupils reflect on their own media use. They are aware of the reasons behind their media use and understand the communal nature of media.

Ask pupils to keep a media diary for three days. They should make notes of each instance they use media: which media they use, for how long, with whom, and why. Tell them to make a note of everything they read, listen to, play, or watch — including the time they spend with social media. Ask them to be as honest as possible — no one except for themselves will read the diaries.

Ask pupils to answer the following questions in writing:

1. How much of your media use consists of entertainment? Do you use media for information search?

2. Which media experiences, communication situations, or media texts are connected to private use? Which ones are communal?

3. How much time do you spend with media? Please estimate how much time is spent for active and passive use of media?

4. How do you usually use media?

5. Did you learn anything new about media use through this exercise? What kinds of things will you pay attention to in your future media use?

Recommendation for assessment on scale 1 to 5 (5 being the best):

5: Pupil reflects on his/her media use from many points of view. He/she analyses the reasons for media use in a balanced way. He/she has learned a lot about his/her own media use through this exercise. He/she has provided comprehensive answers to each question.

4: Pupil reflects on his/her media use from many angles. He/she analyses the reasons for media use extensively. He/she has learned something new about his/her media use through this exercise, but his/her answers could be more comprehensive.

3: Pupil has answered all questions. He/she reflects on his/her media use in a superficial and one-sided way. His/her answers include some insight about his/her own media use.

2: Pupil has answered the questions briefly. He/she reflects on his/her media use in a very superficial way. He/she has not learned enough through this exercise.

1: Pupil has answered the questions very briefly. The answers do not show that he/she has learned anything about his/her media use through this exercise.

4. Media Influences

Goal: Pupils recognise the influence media may have.

Duration: Approximately 20 minutes

Material: masking tape, an open space.

For your own background information, read the section "Media and the Developing Young".

Put all tables and chairs to the side to provide space for everyone to stand up properly. Make a line on the floor with masking tape that would divide the space into two equal parts.

Ask your pupils to stand on the right side of the line if they agree with a claim and on the left side if they disagree. Everyone has to choose either side — there is no middle ground.

You can ask clarifying questions or reasons for pupils' opinions after each claim. There are no correct or incorrect answers, each opinion is valuable. If there is no opportunity for moving away tables and chairs, another way of doing the exercise could be raising a red or green cards.

Claims:

1. The media has influenced the way I dress, think, or behave.

Clarifying questions: Have you been influenced by media? How did you understand that you've been influenced? If no one professes to these influences, you can ask your pupils where their influences on clothes and music come from.

2. If you play violent computer games, you become violent yourself.

A clarifying question: How can you know that violent behaviour stems particularly from computer games?

3. TV news is not suitable for anyone under 13 year old.

Clarifying questions: What kinds of news contents are not suitable for small children? What are potential consequences of watching adult programmes by children?

4. I have been frightened or upset by something I have seen on the news.

Clarifying questions: Does anybody want to tell what has upset them? How did the oppressive feeling go away?

5. I have learned new information or skills through media.

Clarifying questions: What have you learned? Which media (internet, TV, magazine) was the source of information or skill?

6. I have encountered false or misleading information online.

Clarifying questions: How could you tell the information was false? How can you be sure the information is correct? What kinds of consequences might misleading information have?

7. I have seen videos online which I would not recommend to someone a few years younger than me.

Clarifying questions: What kind of material have you encountered? Why would it not be suitable for younger viewers? How can you stop children from finding unsuitable content online?

8. Watching TV helps me relax.

A clarifying question: What kind of TV shows help you relax?

9. TV show X (a show popular among young people) gives a realistic image on the relationships between young people.

Clarifying questions: How can the depictions of fictional relationships (e.g., on TV) affect viewers' views on human relationships? Is there something wrong with the depictions of relationships on TV?

At the end of the exercise emphasize the importance of recognition of media's influences on oneself. Thus, they can also be used for one's own good.

Recommendation for assessment on scale 1 to 5 (5 being the best):

The most important thing is to get pupils involved in the discussion of the impact of media. There are no right or wrong answers. The assessment is given to individual pupils.

5: Pupil reflects on the influences of media and understands their correlation with his/her life. He/she discusses the influences of media in a lively and enthusiastic way. He/she brings central viewpoints into the conversation.

4: Pupil reflects on the influences of media, remains on topic, and discusses it in a lively way. He/she understands the correlation between media influences and his/her own life.

3: Pupil discusses the influences of media rather stiffly. He/she only takes part in the discussion when he/she has to. His/her understanding of media's influence remains rather superficial.

2: Pupil has difficulties keeping the discussion relevant, and his/her conversation is forced and lazy. Media's influence is analyzed in a very superficial way.

1: Pupil hardly takes part in the discussion. He/she does not internalise the influences of media at all.

5. How Bad Is the Situation?

Goal: Pupils understand how uncomfortable some online situations can be. They understand why some people might find a certain situation more uncomfortable than others.

Duration: Approximately 20 minutes.

Materials: The table of situation cards printed and cut out to cards. You can leave out some cards and make up some of your own.

A friend sent me a picture of an animal being tortured.	My big brother's friend sent me a message asking me what I was doing tonight.	An online acquaintance was spreading a groundless rumour about me.
Someone found out my Facebook password and sent embarrassing messages to my friends from my account.	My big sister writes very intimate details about our family on her blog.	I noticed that someone had made a joky website about one of my classmates.
My brother uploaded pictures of our family holiday online. I look really gross in them, but he won't take them down.	My best friend sent me a message, in which a classmate's face was spliced with the body of an elephant.	I noticed that my class has its own online group. I applied for membership, but wasn't accepted.
I received a video on my mobile phone, in which one of my classmates was being brutally beaten.	I uploaded a nice picture of myself online. A friend of my sister's commented, 'what a fatty'.	Two of my friends are playing an online game together. I asked to join them, but they wouldn't let me.

Divide your pupils into pairs. Give each pair a situation card. Tell them that the situations depict things that happen online, some of which are more harmful than others. Ask the pairs to think how they would feel if this would happen to them.

Say that one side of the classroom is a place in which it feels as horrible as it possibly can, and at the other end of the classroom it does not feel like anything at all. Ask the pairs to position themselves between these points according to the feeling they get from their card.

After the pairs have positioned themselves, ask each pair to read the card aloud. Think what could be done in each situation for it not to feel so uncomfortable.

Remind your pupils that there is no right or wrong emotional response, and that everyone feels differently. Therefore, it is vital to think how to behave online and interact of other people properly. Something that does not affect you might make someone else feel truly bad. You cannot see their emotions online.

Recommendation for assessment on scale 1 to 5 (5 being the best):

The most important thing is to get pupils discussing the given topics. There are no right or wrong answers. The assessment is given to pairs, not individuals.

5: Pupils discuss the situation cards in a lively and enthusiastic way. They understand how some online situations might make one feel horrible. Furthermore, they understand that two different people can have different perception of the same situation.

4: Pupils remain on topic and their discussion is lively. They understand how some online situations might make one feel horrible. Furthermore, they understand that for some people the same situation can be worse than for the other.

3: Pupils discuss the situation card in a stilted way. They do not discuss potential emotions from different viewpoints.

2: Pupils find it hard to get to the core of the topic and their discussion is forced. The discussion on different emotional responses is very superficial.

1: Pupils hardly discuss the situation card. They do not internalise the point that their online behaviour can provoke different feelings.

6. Our Own Netiquette

Goal: Pupils commit themselves to the rules of internet use. At its best, sticking to shared rules prevents cyberbullying within the class.

Duration: Approximately 20 minutes.

Materials: Paper and pen, one large sheet of paper.

The goal of this exercise is to develop common rules for internet use for the whole class. The rules are to be written on a large sheet of paper and hung on the classroom wall so that everybody could see it. Alternatively, pupils can design common rules for younger students and display the rules in the school lobby.

Tell your pupils that being online people should obey common rules, as drivers need the Highway Code. These rules would make the internet a nicer place to be if everyone sticks to them.

Divide your pupils into four groups. Ask the groups to discuss what kinds of rules could be agreed on with the rest of the class. The pupils choose one of them to write down two or three commonly agreed rules on a piece of paper. When the groups are ready, each group reads aloud their rules, and the teacher writes them down on the board.

Discuss the rules. Which rule is particularly important? Is some indispensable rule missing? Make a common decision on the rules for the whole class. Write them down on a large sheet of paper.

Finally, decide together what should be done if someone breaks the rules.

Recommendation for assessment on scale 1 to 5 (5 being the best):

The most important thing is to get pupils discussing the rules. There are no right or wrong answers. The assessment will be given to individual pupils.

5: Pupil discusses the rules in a lively and enthusiastic way. He/she brings central considerations into the discussion. He/she understands that the rules will be applicable to his/her actions as well.

4: Pupil remains on topic and takes part in the conversation in a lively way. He/she takes an active part in the group work. He/she understands that he/she will also have to obey the rules.

3: Pupil discusses the rules in a rather stiff way. He/she is reluctant to take part in group work. His/her understanding of the rules is rather superficial.

2: Pupil has trouble discussing relevant points, and his/her discussion is rather forced. He/she is reluctant to take part in group work. His/her understanding of the rules is superficial.

1: Pupil's involvement in the discussion is inadequate: he/she does not discuss the rules and does not take part in the group work. He/she does not understand the common rules.

Media Cultures
and Technologies

Media Cultures and Technologies

There have been five notable phases in the history of communication: the development of speech, reading and writing, printing, electronic and digital communications. None of the new inventions have managed to completely replace its predecessors, however. At the moment, we are living in a culture, which uses speech as well as writing, printing, and electronic and digital media. Particularly the line between electronic and digital communication is wavering: for instance, television began as an electronic device, but is nowadays seen as a digital media.

Through digitalisation and networking, the boundaries between different media are gradually disappearing. This kind of media convergence favours the concentration of communication businesses into bigger units, which produce, e.g. newspaper, online, and mobile news. The same news text is transposed for different publishing platforms. The internet is used by journalists as an information source as well as a publishing platform.

The co-existence of print media, broadcast media (radio and television), the internet, mobile phones, etc. also allow media content to flow across various platforms, widening access to information and creating a participatory culture, in which citizens are not only information consumers, but they actively participate in its production and distribution. Information and communication technologies have opened up opportunities for participation of wider audience in information and knowledge sharing and encouraged people to actively engage in the democratic process, causing more societies to open up.

Learning outcomes

After studying this module you will get an insight into:

- socio-cultural meanings of media;
- societal impacts of digitalization and the birth of the information society;
- the history of development of media devices and technologies;
- media convergence and the centralisation of ownership;
- the regulation and ethical rules of media.

3.1. Significance of Media

At the end of the 19th century, the income of the Western working population increased dramatically due to industrialisation. The working class became a new consumer group with enhanced purchasing power, and marketers saw them as potential buyers of new products — for instance, gramophones and radios. Later, such worker-oriented media production got the name 'mass culture' mainly because the same media contents reached a greater group of people than ever before. Nowadays the same phenomenon is usually called 'popular culture.'

The Rise of Infotainment

Through mass culture, media contents have become more centred on entertainment. Whereas previously media contents tended to be serious and news-oriented, gradually the amount of fiction and entertainment has begun to increase. Also news and current affairs programmes have adapted features of entertainment programmes. This can be referred as infotainment, which means information and entertainment fusing together. This trend has been ridiculed, as the central role of media is seen to be communication.

An increasing number of entertainment programmes are based on an international format. Different kinds of quiz and reality shows are international; for instance, many talent shows have their national versions all over the world. The format is adapted to the target culture if necessary.

Globalisation

Through globalisation, the world feels smaller than it did before. With the help of digital technology, the same news images can be easily spread into all living rooms around the world. National borders are being dissolved in the online environment, as the publications are available in all countries. Getting to know different cultures is very different via the internet than through traditional media. Before, citizens had to rely on the information provided by journalists.

Moreover, developments that have a worldwide impact, such as climate change, pandemics or threats to biodiversity, can be effectively communicated through the global media. Furthermore, many stories hidden from local and national audiences due to politico-economic constraints are revealed to a worldwide audience by independent global media, if, for example, blogs are counted as media. Independent media describes media formed by a group of people without connections to more organized media, also for example, local radio stations organized by local residents.

Commercialisation

Pressure from advertisers may cause journalists to avoid tackling controversial topics. It can drive out public-interest content in favour of entertainment that attracts a particular audience. Unless there is a clear division between the editorial and the business sides of media, which is increasingly *not* the case, the business interests of the media company can covertly impact content and news coverage.

Our streets are full of advertisements, and so are all web pages. Advertising today has moved beyond its traditional role. No longer confined to television commercials, magazine ads or billboards, ads for an increasing number of products, information, messages, and ideas can

now be published through pop-ups on web sites, mobile phones and other handheld devices, product placement in films and television programmes, and sponsorship agreements, as companies continue to seek new ways to bring their information to the public.

Products and Sponsorship

During the 21st century, product placement and sponsorship deals in film and TV have become more common. Companies want to make their brands visible in TV programmes, because viewers tend to skip commercial breaks more often, by fast-forwarding them or going online for the duration of the break.

Products can also be embedded into the world of films and TV programmes. Such practice is called product placement. Cars or mobile phones of certain make have not been randomly chosen: their makers have very likely paid for them to be included. According to some studies, young people find it hard to see commercialism and advertising within a programme; therefore, this aspect also calls for critical media literacy.

Branding is also a part of the commercial trend in media. Particularly media products aimed at children and young people are leading the trend: for instance, it has been nigh impossible to ignore the Disney franchise in the 2000s. Franchising is a part of the marketing of media products.

Mediation and Mediatisation

The cultural importance of media is on the constant increase in Western societies. Societies have become mediated: an increasing amount of people's experiences take place through media, and not through individual experience. Media also affect working cultures: new media jobs are born all the time, and the importance of information management increases in many different workplaces.

The next stage of mediation is called 'mediatisation', which does not refer to mediated experiences, but to phenomena — for instance, politics and science — actually taking place within media. Such phenomena would not exist without media; thus, politicians and scientists have to fight for a place in the spotlight just like any B-list celebrity. As a consequence of mediatisation, institutions and whole societies are shaped by and dependent on media.

Atomisation

With the emergence of digital technology, the range of media has increased exponentially. Audiences have become fragmented. Such a trend leads to a situation, in which people's media use diverges even more. It is not common anymore to congregate in the living room to watch television; now everyone uses their personal computers to watch whichever programmes they like. There are fewer national or inter-generational media experiences than before.

EXERCISE 1. Do you think the media are encouraging greater homogenization or diversity in the new entertainment culture? If families do not follow media together, what ramifications can this have?

EXERCISE 2. What does infotainment mean, and when did it begin? What kinds of trends towards entertainment values have you seen in the newspapers? What do you think about news becoming more entertainment-centred?

3.2. The Power of Media

The power of media manifests itself, for instance, through its influence on our emotions, thoughts, values, actions, and behaviour. The influences can be either positive or negative for an individual's development and thinking. It is best to take a critical point of view towards everything one sees, reads, and experiences, because some of the information media offers is incorrect or slanted.

Media as an Educator

In addition to its entertainment mission, media culture supports education. Media cannot be talked in terms of co-education anymore, as it has become as influential an educator as homes, schools, and friends. Our knowledge and conceptions of the world have been widened through media. In addition to our own senses, these are books, images, magazines, radio, TV and the internet that provide even a small child with a huge amount of information. The problem now becomes the embarrassment of riches concerning information — not its scantiness. Thus, the skills in information search and evaluation of the reliability of information become increasingly important.

Media Selects Their Perspectives

The social impact of media is shown most clearly in the way media provides and interprets new topics. Media can increasingly rarely create new information, but instead, they affect the things people discuss. Media act as a watchdog of societal power, pointing out flaws in various

spheres, e.g., politics. Thus media can pick the information they want for more publicity — and leave out some other topics.

In countries where information is concentrated in the hands of the select few, the public's ability to make decisions and to assess them is greatly reduced. Communications should offer a public arena for a discussion, on which all parties can present their viewpoints and be heard. Usually it is only particular factions whose voices are raised above the others. Media exert their power in choosing whose views get represented and whose are left out. The choices of a single journalist have a great effect on how the receiver reads the message and sees the reality.

Through media people perceive the majority views. The theory of the 'spiral of silence' suggests that a certain view can be hidden away from the public eye because people express only those views they have understood — through media — to be in the majority. Consequently, the media believe these views to genuinely be the predominant ones and concentrate on them. Thus, media users' conceptions are reinforced and they are even more certain of the general mood of the society; in this way people who shout loudest remain in the centre of action, and the quieter ones are increasingly silenced. In reality, the majority view might be the one espoused by the silent quarter, who dare not speak their views aloud in fear of being in the minority.

Information can also be slanted in the entertainment sector. Television, films and books can play a significant role in shaping society's understanding of itself by telling patriotic stories and promoting certain versions of national history. Slanted or inaccurate information can warp a young person's worldview in a profound way. Thus, it is crucial to teach children and young people to read critically.

Relaying Values, Attitudes, and Stereotypes

The power of media also shows in its ability to relay attitudes and stereotypes, for example, those related to gender roles. Traditionally heroes in entertainment have been males, whereas a woman's role has been to provide a target for the male gaze. Although entertainment is believed to be amusing and harmless, people can learn new values and attitudes through it, or get support to the old ones.

Media stereotypes can be easily exposed particularly on subjects on which viewers have no personal experience. However, people form stereotypes also on the more familiar topics — for instance, gender — through media contents. Stereotypes are not always negative, often they help us understand the world. To dismantle stereotypes, one needs personal experiences, alternative frames of analysis and information on the same subject relayed by other media.

Because media products are present in our daily lives, the viewpoints portrayed in them may begin to seem obvious, and thus begin to affect our thoughts and values. News claim to be objective in their portrayal of reality. Conversely, entertainment appeals to experiences of pleasure. In order to comprehend the influence of media on our own lives, we need skills which need to be practiced continuously.

EXERCISE. What is meant by the saying 'media acts as a watchdog of power'? What other kinds of connotations would you get about the relationship between media and politics, if media was called 'a lapdog' or 'a mongrel'?

3.3 Printing Revolution in Communication

The history of mass media begins with the invention of the printing press. Before this invention, all books were handwritten — first on scrolls of parchment and papyrus, and later on paper.

At first, books and magazines were the privilege of the upper classes, but the development of printing and photographic techniques in the 19th century enabled a large-scale production of cultural products for the use of the lower classes, particularly the urban working classes. Thus, one can say that printing made societies more democratic, as knowledge was available for a wider audience than before.

As texts were easily copied and available to all, the price of written material decreased, and it became more widely available and widespread. Printing meant overcoming distances, highlighting common topics, breaking local customs and habits, and attaching people to greater cultural experiences.

Nowadays manuscripts are written and their layouts and printing surfaces are prepared on a computer. Such advances have enabled much cheaper publishing, compared to the traditional processes of printing. Through technological development, many professions became extinct in the 1980s. Fewer professionals of text- and page manufacturing were needed in the process between writers and publishers.

The Purpose of Newspapers

Early versions of newspapers were news-sheets, through which merchants published their business correspondence and exchanged information on prices, crops and crop failures, wars, pestilences, sailing, and other mercantile issues.

Later when news-sheets were printed in printing houses they could reach a wider audience. Some news-sheets turned into newspapers. First of all, news-sheets corresponded to the needs of merchants and clerks. Proper newspapers with small news items and regular publishing times started to appear in Europe at the beginning of the 17th century.

Newspapers have traditionally been seen as a reliable and objective source of news. The nature of the newspaper media is fact-centric; only relatively recently have entertainment, opinions, and images begun to take over (in comparison to the long history of newspapers). Despite the growing proportion of entertainment, the most common type of story within newspapers is the news item.

Nowadays most newspapers are also published online — and some newspapers appear in electronic form only. The rapid pace of online publication means that journalists have to write their stories quickly, and they do not necessarily have the time to immerse themselves in the topics. Online newspapers compete in who can publish a news item first; thus there is not always time to check all facts. Therefore, while reading online news articles, it is important to be critical — although such news items are generally quite reliable.

Newspapers have developed their online versions to be more interactive. Readers can send in their own pictures or ideas for news items, comment on the news, and share news stories on social media. Allowing the readers to participate in the production of content brings the contents closer to the readers' worlds — in a similar way as reality TV does. It has never been easier for readers to participate in the making of newspapers — and having a say in what they write about.

Magazines and Entertainment

Compared to newspapers, magazines are better suited for entertainment. They are printed on better paper — and can thus have better quality pictures — and there is a longer gap between each issue, journalists have more time to immerse in the topics and polish their articles. Due to
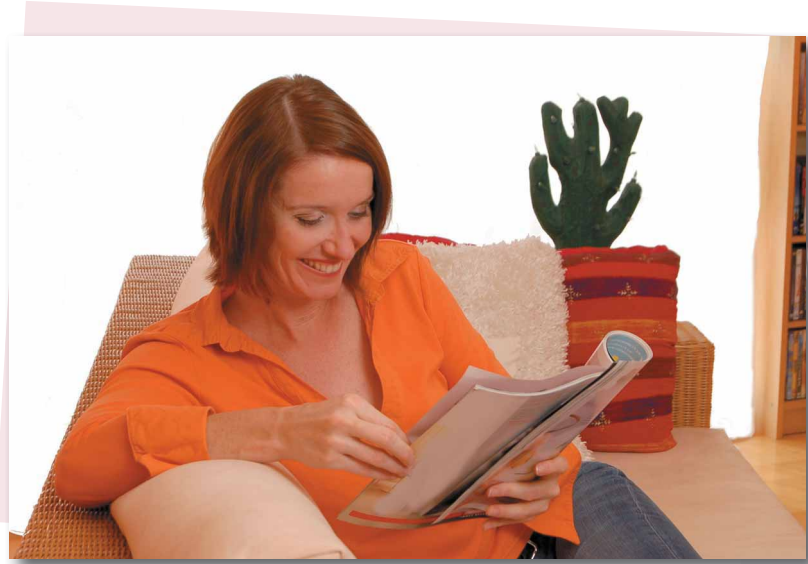
the lower frequency of publication, magazines cannot compete with newspapers in providing coverage on current events. Magazines tend to concentrate on feature stories and reportages.

The historical roots of magazines lie in 16th century political and revolutionary writings and in scientific publications. The first proper magazines were published in France and Britain in the 1600s.

Since the 1960s, images have become increasingly important for magazines. The call for more pictures gave birth to the so-called paparazzi phenomenon. Paparazzi take candid photos of celebrities in both their public and private lives. They are usually freelancers who sell their photographs to various magazines. With the introduction of mobile phone cameras, photography has become even easier, and amateur paparazzi images have become increasingly common in magazines that pay considerable sums for such images. The paparazzi phenomenon is linked to the so-called tabloid press.

EXERCISE 1. How did printing and the increased popularity of books affect the society and people's lives?

EXERCISE 2. Reflect on the way you read newspapers and magazines. Which ones do you read regularly? Why? Which topics in particular interest you in these papers? How could you employ newspapers and magazines in your teaching?

3.4. From Electronic to Digital

The history of electronic communication dates back to the mid-1800s. At the same time the whole of the Western world was experiencing the great upheavals which were caused by industrialisation and urbanisation. Population began to gather in metropolitan areas, which gave birth to a new social class — the industrial working class. After WWII, electronic communication began to spread considerably.

Electronic communication in the 1980s was marked by the diversification of programmes, globalisation, and commercialisation. The digitalisation which began in the early 2000s means even more global enhanced diversity of media.

Digitalisation refers to the process which has turned almost all media and technical devices digital. The process has led to the increase in the number of radio and TV channels, the popularisation of individualised mobile services and multi-purpose transmitting and receiving devices.

Through digitalisation, the borders between different media have almost disappeared. One single online service may include news, video, music, messaging services, and so on. In the era of digital communication, the possibilities for media production by citizens have become more varied.

Critique on the Information Society

The societies in which we live today are driven by information and knowledge. We cannot escape the ubiquity of media and all forms of information and communication technologies, nor underestimate the role that they play in our private, economic, political, and social lives.

In a society based on information and knowledge

- ► Media and information literacy is important for citizens' participation in society and their survival in it;

- ► Media and information are central to democratic processes;

- ► Media and other information providers are instrumental in shaping perceptions, beliefs and attitudes;

- ► User-generated content, the use of virtual spaces, and citizens' journalism become increasingly widespread.

The concept of 'information society' often contains an optimistic faith that media may help us solve societal problems. However, the quick introduction of new technologies fosters digital

divide between different social classes, different regions, and even genders. The internet can cut people off from society, as an increasing number of services move online; not everyone has the required skills or access. Media and information literacy and education shall provide students with adequate skills; however, at the same time, the society should guarantee everyone an equal opportunity to online access. Public libraries, as well as schools, offer online access to those who have no possibility to use the internet at home.

Conversely, the internet can democratise the conditions in dictatorships in which those in power control media and spread propaganda. In these circumstances the internet is a wonderful medium for providing information on the views of the rest of the world. However, autocratic countries put considerable effort in trying to stop their citizens gaining access to foreign sites.

> EXERCISE. Think about your own media use history. How has digitalization affected your media usage?

3.5. Moving Pictures in Cinemas and Living Rooms

Films Created Mass Culture

The birth of the film industry in the late 19th century was in a way an answer to increased leisure time; people were looking for entertainment to fill their free time. Film provided the urban working and lower-middle classes a part of the cultural supply which had already been available to the better-off. Films adapted the existing entertainment into a new form and created a system of distribution for mass consumption. Thus, the film industry is seen as the creator, dynamo, and source of mass culture. The first public films were shown in the 1890's.

The first films were usually shot with a single camera, uncut, and portrayed documentary scenes about public events or everyday life. Soon, however, filmmakers realised the potential within feature films, psychological narration, trick photography, and cutting.

The roots of filmmaking are predominantly European. The United States became the leading producer of films in 1914, while Europe concentrated on waging war. WWI gave birth to documentary films, as it became clear that films have a strong effect on people's emotions.

In the 1960s, the rising popularity of television and the importance of domestic leisure time taxed the number of film-goers. Video Camera Recorder (VCR), which became popular in the early 1980s, cut cinema going even more drastically. In the 1990s, new media began to rival the cinema, including personal computers and online services, new kinds of image and sound recordings. In the 2000s, films became available for renting online.

New inventions did not kill the cinema, they only changed the way films are produced and marketed. Nowadays, films are launched with the help of heavy marketing and franchising. In a few months, a film becomes available for sale, and soon after — for rental. After a slightly longer time, it is shown on commercial channels, and then on national ones.

Television as an Entertainment Bank

The technological basis for the development of television was born at the turn of the 20th century, when the method of electronic transmission of moving images was first discovered. Experimental broadcasts had been made in Germany in the 1920s, where the first regular television programming also began in 1935. WRGB claims to be the world oldest television station tracing its roots to an experimental station founded on January 13, 1928, broadcasting from the General Electric factory in Schenectady, NY. In 1936, the Berlin Olympic Games in Berlin were carried by cable to television stations in Berlin and Leipzig where the public could view the games live.

Telstar, the first communication satellite, was launched in 1962. It enabled live broadcasting globally, and thus accelerated television news broadcasting. Because of its quickness and topicality, television became the top media in Western communication.

In the West, suburbanisation and the ideology of the nuclear family affected the development of television. TV became the entertainment and information bank for the whole family. It entertained housewives with soap operas by day, offered news for husbands in the evening, and provided quiz shows for the whole family at night. Television and radio were tightly linked from the beginning. TV borrowed genres, such as music and discussion programmes, situation comedy and soap operas from the radio. Many TV personalities began their careers in radio.

Television is now found in almost every home, and for many it is the most commonly used media. Digitalisation has strongly affected the way we watch television. Changes in distribution technologies enable the existence of an increasing number of channels. Digitalisation has been seen to affect our TV habits in the following ways:

- ► Channels target their programmes to increasingly small marginal groups -> the fragmentation of the mass audience, and the lack of common topics provided by the media;

- ► Viewers have become increasingly aware and selective;

- ► Viewing is divided between an increasing number of channels;

- ► With the introduction of recording converter boxes, the prime time has lost its former prominence.

3.6. Gaming as a Social Activity

Digital games include computer, console, mobile, interactive TV, and online games. Almost everyone has played digital games, at least once in a lifetime. The games in mobile phones and those accessible online enable casual gaming.

The pioneers of computer technology designed simple chess games in the 1940s; however, the first mentions of first analogue computer games come from the 1950s. In the 1980s, game consoles were more popular than personal computers. Little by little the capacity of home computers increased, and in the 1990s, game consoles were overshadowed by PC games for a time. At the turn of the millennium, old consoles were upgraded for the new generation, regaining their status as serious gaming devices. In the 2010s, console and pc games compete over the same market.

The development of game consoles continues. The most notable development in the recent years has been the motion detection, which enables a new way of gaming.

Digital games are based on interaction: the player's choices affect what is going on in the game. Because of this feature, it is easier to get immersed in games than, for example, in literature. For some players, however, the immersion is too strong; thus, they become addicted to the gaming worlds. It is important to offer such gamers help in time.

For gamers, the social dimension has always been important: a popular tactic is to invite friends over for a game or to play with family members. Multiplayer and online gaming options are now inbuilt into most games. One can find gaming partners online at any time of the day — or night. Multiplayer games enable simultaneous action of many players. Furthermore, many online games provide a possibility to communicate with other players and talk about strategy.

In addition to entertainment games, there are the so-called 'serious games'. Such games have a clear educational content: their goal is to teach a particular skill either at home or at school. However, entertainment games can also be used in teaching. Spatial perception, logical deduction, language and co-operative skills are enhanced through gaming. Many strategic games can be compared to chess in their logical challenges: numerous moves need to be thought out in advance. Gaming can also teach a pupil patience and problem-solving skills, as difficult parts cannot be passed over — one has to try and try again. From a sociocultural perspective, digital games can be seen as enablers of learning, as they provide the gamer with action, problems, and reflection. Through digital games, one does not have to learn things behaviouristically by rote, but instead learning is construed through one's own actions and experiments.

EXERCISE. Develop a lesson plan using a digital game as a part of teaching and learning to raise awareness on global issues, such as hunger, conflict, or peace. Teach this lesson and write a short report on pupils' responses to the issues, noting the questions they raised and how the games helped to address them.

3.7. Media Becomes Social

In the 1960s, to protect their computer systems from a potential nuclear attack, Americans developed Arpanet, a packet switching network. In addition to the US Army, user rights were given to universities. In 1982, the network got the name Internet.

A crucial turning point in the early 1990s was the creation of the graphical user interface — the www standard. The standard made the network much easier to use; soon the Internet became popular among computer amateurs, and later — the wider public.

In addition to one-to-one and mass communication, the internet also has hybrid forms. A young person with good media skills can take into account the publicity practices, rules, and laws which apply to internet usage. If users are unaware of the privacy settings in social media services, they can accidentally publicise their private details.

The internet has positive effects on education, the workplace, and economic growth. With the easy digitalisation and storage of information, and accessibility through a wide range of devices, the internet has radically increased the number of information resources available to people. Children and young people are often well acquainted with its applications and can benefit from its use, but they are also vulnerable. There are risks and threats accompanying this positive development, often in parallel to those that already exist in the offline world. The best way to help young people stay out of harm's way is to empower and educate them on how to avoid or manage risks related to Internet use.

Characteristics of Social Media

It is typical of social media that its users communicate directly with other uses, and upload their own media contents for open online publicity. The central aspect of the internet, compared to traditional media, is the empowering of the user. With all the necessary programmes available, anyone can produce their own contents for a wide audience. Studies show that a minority of internet users produce larger contents — for instance, videos, blogs, or fan fiction. A more common way is to edit, evaluate, and comment on already existing content. Other ways of social participation include liking and joining online groups and signing online petitions.

Forms of social media:

1. Community portals construct communality through profile pages, networking and commenting.

2. Blogs construct communality and publicity through discussion and commenting.

3. Wikis — user-modified information pages — aim to produce new knowledge communally, not merely comment on existing information: anyone can add or remove information.

4. Instant messaging enables one-to-one communication online, independent of location.

When setting up a profile on a social community platform, users are invited to disclose private information in order to introduce themselves to the community. In chat rooms and forums users may disclose private data — such as their address or telephone number — to others. Young people, in particular, are unable to predict the consequences of publishing private data. Most social media services are based on advertising or marketing business, which is conducted on the audience sharing their private information. The more the members disclose, the more specific the advertising becomes.

Risks in Social Media

Bullying has become simpler online due to the anonymity provided by the medium. In social media, bullying is often public and therefore has long-term consequences for the bullied individual. Whereas insults shouted during breaks remain within the knowledge of a small group of people, a slanderous online video can be copied into numerous internet services, archives, or into other users' computers and mobiles and remain there forever. The victim and the bully usually know each other from the same school.

Due to the anonymity of the web, propaganda and hate speech against certain groups or individuals can easily become widespread. In addition, people tend to act differently online because they do not have to face their opponents or victims directly, and therefore are not immediately confronted with the consequences of their conduct. Thus, the risk of infringing on human rights and of becoming a victim of defamation is much more likely online. Furthermore, offensive content is harmful to children and young people whose opinion might be influenced by misleading information.

It is very typical that young people encounter age-inappropriate content — for example, pornography or marketing. Seeing pornography may harm a young person's sexual development.

The Importance of Netiquette

Netiquette is a set of social conventions that facilitate interaction over networks. It remains in a state of flux and varies from community to community. Almost all netiquettes share an emphasis

on the fact that people behind screens are real. The golden rule of face-to-face communication holds online as well: treat the others the way you wish them to treat you. Do not write anything online you would not be prepared to say face-to-face.

Online, the recipient of the message may be from another culture, which increases the risk of misunderstanding. Sense of humour varies greatly between cultures, and when nonverbal communication is lacking, it is important to be careful when making jokes. Irony in particular is very difficult to impart without facial expressions and tones of voice. Furthermore, a person sending a message does not necessarily notice that the recipient has misunderstood.

Because the internet is a broadcasting device, it is regulated by laws. Therefore, different rules are in place online compared to face-to-face conversations with friends. Although the internet enables an unprecedented liberty of communication, it also contains certain responsibilities. The laws of most countries control various aspects of copyright and privacy. Although the following points may not be illegal in all countries, they nevertheless fly in the face of good manners.

- ► Copyright is violated by distributing or copying someone else's work (e.g. an image, song, or film) without permission

- ► Libellous actions include spreading slighting or untruthful information about someone online. Such information includes manipulated images or slanderous texts sent by e-mail, instant messaging, or social networking sites.

- ► Spreading information on overtly private information or images, including those dealing with a person's social, political, religious, or sexual identity, is illegal.

- ► Spreading sexually explicit images of under 18-year-old persons is illegal.

EXERCISE 1. How have people's conceptions of knowledge changed during the internet age? How have the social media changed the ways people share knowledge and exchange information?

EXERCISE 2. Develop a strategy for using a social networking site to promote interaction on a particular topic you wish to teach. What are the risks and challenges teachers are likely to face in using social networking for educational purposes? Identify the risks and suggest ways of reducing their impact.

EXERCISE 3. Select one social networking site or software that you use. Experiment with the privacy settings. Search the 'terms of use' for the terms 'privacy' and 'security'. Why do you think most young people do not want to set the privacy settings on the maximum level?

EXERCISE 4. Explore the site www.safeinternet.org run by Insafe, a European Network of Awareness, which promotes safe and responsible use of the internet and mobile devices to young people. The site contains videos, games, and other materials for internet education produced in different countries. Find at least one piece of material you could use in your own teaching.

EXERCISE 5. Do you think that the privacy safeguards provided by social networking sites are sufficient to help you avoid some of the risks one can encounter online? If not, what could be done in your opinion to cut down the risks?

3.8 The Development of Ownership

In a majority of countries around the world, mass media organizations are private commercial companies. Others are privately owned but non-commercial, such as those operated by non-governmental organizations, while some are government-owned and controlled. In broadcasting, the public service broadcasting model provides an alternative to both commercial and government-owned media. In many countries, the media market is best described by the term *oligopoly* which means that a few companies share most of the market amongst themselves.

The commercial media are regulated by the same laws as all other businesses. Media have owners, producers, distributers, and consumers. Media sell information and entertainment to their audiences. However, audiences themselves act as selling points, particularly when the media try to sell advertising slots to businesses. Advertising is the major lifeline of media: without it there is no profit.

The economic importance of mass media is increasing continuously. For instance, in the United States, the audio-visual industry is one of the most important branches of export. The development of the media branch has faced company mergers in recent years.

Convergence Culture

Convergence refers to the situation in which the differences between media are becoming increasingly unimportant and in which the same contents can be consumed via various media. In a convergence culture, old and new media collide, and grassroots media overlaps with big media corporations.

The contemporary media culture is a combination of large global media groups and grassroots productions. In our media culture, the mass media, with its tendency to concentration, meets the anarchy of the internet in which everyone can become a producer or author and in which traditional copyright is not respected.

Internet diminishes the difference between media production and consumption, as anyone can become an 'author' online. The users of the internet have also got used to interaction, a social media environment, collaboration, and free content. All of these lessen the money-

making possibilities of media businesses, which have been based on marketing certain contents to certain target audiences, and selling these target audiences to advertisers.

Media Conglomerates, Entertainment Electronics and Amusement Parks

Before, the concentration of ownership applied to a particular field, such as the press or the film industry. Traditionally large publishing houses owned the whole chain of the newspaper business from the production of content to printing and distribution. In the golden age of Hollywood studios (1930s to 1950s), the scriptwriting, personnel — including actors and directors — production, and theatre distribution were all in the control of five major and a few minor studios.

The media conglomerates of today are giants of many fields, covering all forms and genres of mass media and entertainment. The world's largest conglomerates, Time Warner, News Corporation, Viacom, Vivendi, Disney, Bertelsmann, and Sony publish books and magazines, produce and distribute films, own radio and TV channels, and participate in the music business. The tentacles of many of these concerns also reach outside the field of media. For instance, a large part of the revenue of Sony is made up of home electronics; Disney concentrates on franchise and the sale of product rights as well as the running of theme and amusement parks.

Some Effects of the Concentration of Ownership

There is a concern that the concentration of ownership narrows down the supply of media, and that the companies are mainly interested in profit. A counter-argument states that the competition between the companies rather produces diversity onto the media field. The media conglomerates are so huge that they cover all kinds of departments and workers who produce a wealth of varying material from many different viewpoints. An exchange-listed company has been dispersed to many owners; thus, it is nigh on impossible for one person to steer the company completely.

However, the indirect effects of ownership concentration may be notable. Although the owners often indirectly affect the selection of media, the pressure of commercial success drives media businesses to constantly seek higher and more certain profit. This is usually accomplished through repeating familiar, successful formula and increasing the amount of entertainment.

The concentration of ownership has also changed the organisation of work within those media whose operations have been concentrated. For instance, provincial and urban newspapers have been merged, and now publish the same material. Concentration is thought to bring synergetic benefits, when the same productions can be recycled and marketed among the different media within the conglomerate.

EXERCISE 1. How the concentration of ownership makes benefits for the media companies? What kinds of effects may such a trend have on the selection of media? Why do media houses see convergence as a threat?

EXERCISE 2. Familiarise yourself with the website of a known media conglomerate (Sony or Disney), and read its Terms and Conditions. What kinds of things are emphasised? How can you characterize their tone? Are underage agents taken into account?

3.9 Declarations, Regulations and the Rights of the Child

It is obvious to us that traffic would not be safe without some rules. Similarly, public media need common rules in order to avoid collisions. Media need rules, for instance, on what can be said and how and what happens if these rules are broken.

The development of press councils and the norms of journalistic ethics began after WWI. Almost all European countries have their own bodies and standards. Most include the following principles:

► *Truthfulness* in information gathering and reporting;

► *Freedom* of expression and commenting;

► *Equality* independent of race, sex, ethnicity, religion, social class, job, disability, or any other personal quality;

► *Honesty* through using only direct methods in gathering and presenting of information;

► *Respect* towards the sources and recipients of information and their privacy;

► *Independence* through abstaining from bribes and any other outside influences.

From the point of view of media regulation, the code of conduct refers to those obvious practices which in one way or another define what is publicly acceptable and permissible, and what is not. Rules on this level we usually assume as a part of our upbringing and culture. The ethical norms are so obvious that we notice them only when someone breaks them. Such customs include the way we talk about 'sacred' or otherwise sensitive subjects, other people or groups. There are no ready answers and approaches to solving the conflicts which take place on this level.

Ethical norms change with time, but also across cultures. Therefore, it is impossible for us to judge the ways of communication in another culture. Problems arise when an increasing number of mass media choose as their audience people from many different cultures; in such cases, the journalist has to take the differing values of the audience into account.

There are two levels discernible in the regulation of mass media: legislation and journalistic ethics. The most drastic difference between these two is the enforcing nature of laws. The exclusive rights of nations to make laws and enforce them lie behind them. Conversely, journalistic ethics are optional by nature. There are also institutions, such as Media Councils, which watch over the usage of ethical norms. Such institutions, however, hold no jurisdiction.

Digitalisation and increased ability to act publicly cause problems for lawmakers. Law enforcement online is very difficult. More difficulties are caused by the common users of online media, who are not always aware of the ethical norms and other practices of internet publishing. Such awareness is a part of media and information literacies,which also include users' awareness of their own rights in relation to media.

Since 1948, Article 19 of the Universal Declaration of Human Rights has stated:

"*Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinion without interference and to seek, receive and impart information and ideas through any media, and regardless of frontiers'.*"

From this declaration stems the UN Convention on the Rights of the Child; its Article 13 adds to the abovementioned rights that persons under 18 have the right to express their own opinion, the right to "seek, receive and impart information and ideas of all kinds, regardless of frontiers,

either orally, in writing or in print, in the form of art, or through any other media of the child's choice." This right can be restricted by laws, which seek to protect the rights or reputations of others.

The UN Convention on the Rights of the Child and other declarations on children, young people and media state that media in the service of the general public *and* young people should be available for all, make available to all the information and knowledge necessary to be responsible citizens in a democracy, and provide for the many varying interests of all users. Moreover, the Convention encourages contract states to develop programmes for child protection from harmful contents of media and programmes enhancing children's well-being (article 17 [http://www.unicef.org/crc/index.html]).

The global nature of growing engagement of young people with media, especially digital media and the internet, is one of the reasons why UNESCO has identified youth participation in media as a key strategy that needs to be strengthened on various levels — local, regional, national, and international. These principles are articulated in the Millennium Development Goals (MDGs) and other key documents. These declarations, regulations and conventions have implications for media- and information literacies as well. They should be studied by youngsters from the viewpoint of local cultures. These kinds of international conventions and declarations are also worth discussing on intercultural basis because of young people's interests in global communication and intercultural connections and production through internet.

According to Manuel Perez Tornero and Varis, from the global perspective, communication values should be integrated in media literacy. There is a need for a new balance between the values specific to communication, new ethics of global responsibility, and a deeper understanding of the values that have been accepted until now. The authors suggest the following principles as a basis for global media and information literacies:

a. Balance between freedom of expression and information and the right to information and transparency.

b. Balance between the various dominant communication flows, both in the development of content and technologies. This (linguistic, cultural and geographical) balance will require

new rules, a new respect for differences, and new bridges for cooperation between cultures.

c. Balance between the values of intellectual property and those of use, between private interests and group or common interests. It is only in this way that the prevailing right to circulation can be complemented by interaction. The new international public sphere can only be based on the harmonious participation of all, excluding information flows that are exclusively vertical.

A collection of international and regional declarations and resolutions is available on the website of The International Clearinghouse on Children, Youth and Media; see http://www.nordicom. gu.se/clearinghouse → Links & Databases → Declarations.

EXERCISE 1. Find out which institution regulates the norms of journalistic ethics in your country. Do their norms include the principles that have been discussed in this section?

EXERCISE 2. Reflect on how the values of different civilizations are seen in media's intercultural communication - in other ways than just as stereotypes.

EXERCISE 3. Reflect on the kinds of sources messages stem from, and whether there are any alternatives (for instance, news agencies, films, documentaries). What kind of an exercise could you compile on the subject for your pupils?

3.10 Classroom Exercises

1. Life without Media

Goal: Recognising the significance of media and information in their society

Duration: Approximately 20 minutes

Materials: Pens and paper

Divide your pupils into groups of three-four people. Ask them to imagine a world without libraries, the internet, newspapers, magazine, television, radio, books, and mobile phones.

Ask one question at a time and give your pupils 2-3 minutes to prepare each answer. Ask them to use bullet points in each answer.

▶ How would you learn about world events?

▶ How would you make decisions (what to buy, who to vote, etc.)?

▶ Which media would you miss the most?

▶ What would the society lose?

Divide the board into four sections giving a section to each question. Ask the pairs to write a few key words in the appropriate section based on their discussion. Sum up the keywords orally. While doing this, ask your pupils for elaboration and examples.

Recommendation for assessment:

The most important thing is to get pupils involved in the discussion. There are no right or wrong answers. The assessment is given to pairs, not individuals.

5: Pupils discuss the given topics in a lively and enthusiastic way. They bring central viewpoints into the discussion. They understand the role of media in society.

4: Pupils remain on the topic and discuss the questions in a lively way. They take part in the group work enthusiastically. They come to understand the role of media in society.

3: Pupils discuss the topics in a stiff way. They only participate in the tasks when they have to. Their discussion on the role of media in society remains superficial.

2: Pupils have difficulties in keeping the discussion relevant, and their discussion is rather forced. Their understanding of the role of media in society is very superficial.

1: Pupils discuss the topics poorly. They do not take part in the shared discussion. They do not understand media's role in society at all.

2. Online News Media

Goal: Understanding the way in which news media are participatory in their production of news

Duration: Approximately 20 minutes

Materials: Computers with internet access

Prepare two newspapers, which use readers' participation as the means of content production.

Divide your pupils into pairs. Ask them to explore the online editions of two newspapers. Next, ask them to give answers to the following questions using a word processing programme:

► How do newspapers encourage their readers to take part in the making of the newspaper?

► In your view, which of the two newspapers is more successful in reader participation? Why?

► Why do newspapers encourage their readers to take part in the production of content?

► What would the papers be like without readers' contributions?

Ask your pupils to submit their answers to you by e-mail.

Recommendation for assessment:

The assessment is given to pairs, not individual pupils.

5: Pupils have found all central ways of reader participation. Their answers include a lot of their own analysis.

4: Pupils have found nearly all ways of reader participation. Their answers also include their own analysis.

3: The answers are somewhat imperfect, i.e. they have not discovered all the ways of reader participation. Their answers include very little analysis of their own.

2: The answers are quite imperfect, but they have found some ways of reader participation. There is very little analysis.

1: Pupils have not understood what reader participation means.

3. Media Technologies in Everyday Lives

Homework.

Goal: Pupils understand how media technologies have affected the lives of young people in different periods.

Read the texts *On the Significance of Media* and *From Electronic to Digital* in advance.

Ask your pupils to interview their parent or grandparent on the media worlds of their youth.

► What kinds of TV programmes, films, or books did they enjoy?

► How did they get information on current events worldwide?

► How have their everyday lives and work experiences changed through the development of communication technologies?

Ask your pupils to write at least a half of a page of the text based on the interview; in the text, they will compare experiences of their interviewee to their own media environment. What kinds of differences and similarities occur? How has media technology affected the lives of young people in different times?

Recommendation for assessment:

5: Pupil considers the differences in media environments from many angles. He/she has learned something new about the development of media technologies through this exercise. He/she has answered all the questions comprehensively.

4: Pupil considers the differences in media environments from many angles. He/she has learned something new about the development of media technologies through this exercise. His/her answers could have been somewhat more comprehensive, however.

3: Pupil reflects on the differences of media environments in a superficial way. His/her answers include some new insight into the development of media technologies.

2: Pupil reflects on the differences in media environments in a very superficial and one-sided way. He/she has learned only little through this exercise.

1: Pupil's answers are very short. The answers do not show whether he/she has learned anything new about the development of media technologies through this exercise.

4. Age Recommendations in Games

Goal: Understanding of the bases of age recommendations and content symbols

Duration: Approximately 20 minutes

Materials: A computer with internet access for each pupil

Ask your pupils to study the age ratings of games, content symbols, and the grounds for their use. They can find information on e.g. www.pegi.info.

Ask the pupils to write a short (half a page) informational text for the parents of small children. The text should justify why the age ratings should be adhered to.

Recommendation for assessment:

5: Pupil has understood the basics of age restrictions and content symbols. He/her introduces them comprehensively in his/her own words and justifies why parents should adhere to them.

4: Pupil has understood the basics of age restrictions and content symbols. He/she introduces them well, but has copied some of the text directly from the sources. He/she can justify why parents should follow the recommendations.

3: Pupil has understood the basics of age restrictions and content symbols. He/she introduces them well, but has copied some of the text directly from the sources. His/her justifications are somewhat weak.

2: Most of the text has been copied from the sources containing some of the pupil's own words.

1: It is not clear whether the pupil has understood the basics of content symbols and age restrictions, because she has copied all of the text directly from the sources.

5. Assessing the Social Media

Goal: Enhanced pupils ability to assess critically social media services

Duration: Approximately 20 minutes

Materials: Computers with internet access

Read for your own information the text *Media Becomes Social*. Come up with a few social media services the pupils can study.

Divide pupils into pairs. Give each pair one social media service to study. Ask them to consider the following questions:

► What purpose can the service be used for?

► What kinds of possibilities does the service offer for public communication? What about one-to-one communication?

► How can the service be utilised to express one's own opinions?

► What kinds of problems can the service cause?

Finally, discuss the findings of the pairs and one service at a time. You can also ask your pupils to email you their answers.

Recommendation for assessment:

The purpose of this exercise is to get pupils involved in the discussion. There are no right or wrong answers. The assessment is given to pairs, not individual pupils.

5: Pupils discuss the service in a lively and enthusiastic way. They understand the difference between public and one-to-one communication and come up with many ways to use the service, as well as many problem areas. They bring central viewpoints into the discussion.

4: Pupils' discussion remains on topic and it is lively. They understand the difference between public and one-to-one communication and come up with many ways to use the service as well as many problem areas.

3: Pupils discuss the service rather stiffly. Their discussion on the problem areas and usages of the service remains on a superficial level. They take part in the group work only when they must.

2: Pupils have difficulties keeping their discussion relevant and getting to the point. Their discussion on the problems and possibilities of the service remains superficial. They take part in the group discussion lazily.

1: Pupils discuss the given questions little or not at all. They do not come up with any problems or possibilities and do not take part in the group work.

6. The Concentration of Ownership

Goal: Understanding of the effects of the concentration of media ownership.

Duration: Approximately 20 minutes.

Materials: Computers with internet access.

Read the text *The Concentration of Ownership* for your own information. Find in advance a few media companies you would like your pupils to explore.

Divide pupils into pairs. Give each pair a media company to explore. Ask them to find information online, concentrating on the following questions:

- ► What kinds of media are used by the company?
- ► Does the company work in other fields of business?
- ► Give an example of the recycling of content among the different media owned by the company
- ► What kind of impact may the concentration of ownership have on the consumer?

Finally, discuss the answers, one company at a time. You can also ask your pupils to send their answers to you by email. If all aspects of the concentration of ownership are not raised in the discussion, you can inform your pupils of them.

Recommendation for assessment:

The purpose of this exercise is to get pupils involved in the discussion of media companies. There are no right or wrong answers. The assessment is given to pairs, not individual pupils.

- **5:** Pupils discuss the media companies in a lively and enthusiastic way. They understand the consequences of the concentration of media ownership from many points of view. They bring central points into the general discussion.
- **4:** Pupils' discussion remains on topic and it is lively. They understand the consequences of the concentration of media ownership from many points of view. They bring central points into the general discussion.
- **3:** Pupils discuss the media companies in a stiff way. Their handling of the consequences of ownership concentration is rather superficial. They take part in the general discussion only when they must.
- **2:** Pupils have difficulties keeping the discussion relevant, and their discussion is rather forced. Their analysis on the concentration of ownership is very superficial. They take part in the general discussion lazily.
- **1:** Pupils discuss the questions little or not at all. They cannot find any consequences for the concentration of ownership. They do not take part in the general discussion.

7. News around the World

Goal: Understanding the differences of the world-view depending on the country the media.

Duration: Approximately 20 minutes.

Materials: Computers with internet access.

Read the text *Democracy and Civic Participation* in advance.

Divide pupils into pairs. Ask them to look at headlines of the newspapers from two different countries (you can ask them to go to http://www.newspaperindex.com or

www.onlinenewpapers.com). Ask them to give short answers to the following questions and email you the answers.

► How are the choice of news similar and how do they differ? Why?

► How does the choice of news affect the world-view of the readers?

► How is the freedom of expression evident in the headlines?

Recommendation for assessment:

5: Pupils have studied the papers in sufficient detail. They have made some excellent points and their answers contain a lot of their own analysis.

4: Pupils have studied the papers adequately. They have made a few good points and their answers contain some analysis of their own.

3: Pupils have made a superficial study of the newspapers. They have made some good points and their answers contain some analysis.

2: Pupils have made a very superficial study of the newspapers. They have made a few good points, but their answers contain very little analysis.

1: Pupils have studied the newspapers in a very superficial way. In their answers, they summarise the content of the papers and do not give any analysis of their own.

How to Interpret Media

A key part of media and information literacy is an understanding how the media construct different types of stories, how they shape the information they present, and what techniques they use to organize material that otherwise would be chaotic and difficult to understand. It is important to have a basic understanding of the different techniques employed by the media, 'codes' they use, and how to interpret them.

In order to be media and information literate, we need to examine media images or representations and analyse not only the image or media text itself, but also the context of the image, which we sometimes do not see. It is important to recognize that while the media have a lot of power to direct and challenge society, they also reflect society by providing the kinds of stories and representations we demand and accept.

With the critical analysis of media texts, we are usually analysing the power positions of media. In particular, media power consists in deciding whose views are represented and whose are not, and determining what is told and from which point of view. Media exert their power by deciding what to report as truth (for instance, in the news) and also by leaving some topics out.

Abstract thinking, which develops during the teenage years, opens doors into the analytical and critical examination of media texts. Ethical dilemmas and questions of value come naturally to young people; media and advertising provide a boundless supply of material for such reflections.

This section concentrates on the analysis of media power and representations. It will also deal with the reliability of the information. The section includes practical hints for the analysis of media texts.

Learning outcomes

After studying this module you will learn about:

- representation in media and information;
- news criteria and the anatomy of news;
- the power of images in advertising;
- analysis of narration in film, TV, and music video;
- assessment of the reliability of online information;
- making an effective interview and to write an article.

4.1 Representation in Media and Information

Representation in the media can take many forms. We live in a culture saturated with images, and on a daily basis, we are surrounded by media representations on websites, on television, in films, in news reporting, and in books. Most of our choices and analyses are done unconsciously. Reporters, authors, videographers, advertisers, publishers, and filmmakers use images, sound, and written texts to convey information about an event, story, or issue. They usually face limitations of time, space, resources, and other editorial constraints in preparing and presenting stories to the public. Thus, depending on the story or the message being conveyed, it is often necessary to 'represent' issues or events by referring to characteristics such as race, gender, sexuality, age, or class. Inevitably, those working in the media select the content to be presented to the public. This selection is not void of subjectivity and sometimes leads to stereotypical or oversimplified representations, which can be used to label individuals and justify certain beliefs

or attitudes. This may or may not be the intention of the author or journalist. Furthermore, sometimes the recipient gives the image or the text a meaning which was not intended by the journalist.

Denotations and connotations

Representations are not clear-cut, although their denotations are shared by all of us. Denotations refer to the surface-level visual meanings which are born when a viewer recognises people, things, surroundings, and events in the image.

Connotations, on the other hand, are culturally and individually dependent meanings sparked by a word or an image. For instance, the word 'mouse' can involve positive or negative experiences, which affect the connotation of the word. If you have had a pet mouse, the connotation for you is most likely positive. However, if you think about mice mainly as germ-filled pests, your connotation is negative.

Connotations can sometimes be even stronger than denotations. In practice, denotations and connotations merge, and it is not easy to split them. However, it is possible to learn to read the connotations of images. Visual literacy refers to such skills as seeing beyond the denotative meaning and understanding the mechanics behind the birth of connotations.

Connotations can be steered by e.g. the use of composition and colours, and these means are used in advertising. A photograph is always a framed piece of reality, not a representation of reality as such. Photographers decide which parts of reality they want to picture and how. Situations can also be set up and images retouched afterwards. With the help of a computer, it is easy to add backgrounds, figures, details, or text. Parts of the image can also be removed, and the colours tweaked in order to achieve a certain connotation.

While observing the world, a reader or viewer is always tied to oneself: one's sex, gender, age, values, attitudes, etc. Everyone reads messages through one's individual traits.

Meanings can be participatory and context-dependent

The language of young people serves as an example of a participatory meaning. It is full of words which even slightly older people cannot understand or use somewhat differently. Humour is also dependent on participatory meanings. It is a very difficult genre to use in e.g. advertising, as the perceptions of what is funny are very different, for example, between Latvians and Indians. The English are famous for their dry humour which might not be understood elsewhere.

The meanings of words and images can be gleaned from the surrounding context. For instance, the narrative style of cinema dictates that nothing superfluous is shown; thus, if a woman throws up in a film, it usually means she is pregnant. In everyday life, vomiting does not always mean pregnancy.

Therefore, the meanings of words and images must be deduced from the context of other words or images, and the larger context of the genre.

> EXERCISE 1. Find an interesting ad online and analyse its denotations and connotations.
>
> EXERCISE 2. Some media critics have expressed concern about the way certain events, in particular disasters, are presented in the media. Examine the media coverage of current events and assess to what extent these concerns are valid. Discuss reactions to images of people personally affected by tragedy or disaster. Analyse the strategies used by journalists in mainstream and alternative media to depict the emotional impact of events while maintaining people's privacy and dignity.

4.2. Frameworks for Analysis

Media texts can be 'read' below the surface by analysing the ways of technical presentation and using them as starting points of interpretation. By close-reading media texts, a consumer will learn to see how stories, plots and ways of influencing the reader are constructed, as well as recognise mechanisms of publicity. This section provides several models and exercises for the close-reading of media texts.

For one's analysis, it is useful to choose a particular point of view or a method for looking at a media text. This can be a topical question which will help to direct reader's attention while analysing the media text.

The first task for the analysis of any media text is to break down the themes and ways of representation in the text. It is advisable to make notes and pay attention to the following questions:

► How are images, sound, and text used?

► What does the media text offer as the primary object of interest?

The ways of breaking down the media text can include classification, quantifying, or qualifying according to shape or structure. It is also useful to think about different ways of presentation and, for instance, metaphors.

The analysis itself comes next. In this phase, one thinks about the meanings of one's observations, for example:

► Whose point of view is the most central in the media text?

► What is the 'moral' of the text? How is it presented?

► What kind of information is missing?

The questions above can be a starting point in the analysis of any mediated product or presentation. In more detailed analysis it is important to bear in mind the nature of a particular medium.

EXERCISE. Look up online for more study material, which elaborates on the analysis of media texts. What kinds of viewpoints can analysis have? What do you think are the most relevant questions for analysis?

4.2.1. A News Item

Journalists need to make sense of a vast amount of information and consider how to organize it in the way highlighting the most important issues and to make it comprehensible to an audience with variable levels of apprehension of the events in question. The judgments involved include selection of those stories deemed to be important (newsworthy) as well as a decision on how to present the information. Inevitably, the form of presentation (sometimes known as 'framing') will reflect the experience and outlook of the journalists themselves. It is important for an audience to understand these framings and to think critically about them.

News agenda is constructed in the following way:

1) Media *chooses* some events it finds relevant among a multitude of events. The events that are assumed to be of less interest to the audience are disregarded.

2) Time and space devoted to particular items might differ.

3) In this way, media defines some events more *important* than others, and a news agenda is formed.

4) People internalise media's order of importance as their personal order of importance.

We think of news as texts and programmes which easily offer us current information. They inform us on the important and internationally relevant events that are going on in the world. The idea of news as description of events and issues stems from the thought that the world can be described objectively — that reality can be reproduced in ink and bytes.

Although news journalism strives for objectivity and neutral language, news texts are always written by journalists who choose which viewpoints to take and how to shape them. News texts and programmes make meanings and construct reality.

Even the choice of a news topic has an effect: one issue is chosen to be newsworthy, another is not. In the choice of news, the criteria of topicality, surprise, rarity and proximity are used. A good news item answers the following questions: Who? What? When? Where? Why? How? A news item is written so as to prioritise the most important topic.

By analysing the news, we can find our examples of how the media have constructed a positive or negative image of a certain person or group, emphasised some aspect of a matter over another, or let only certain parties take part in open discussion.

While analysing the news, we can, for instance, classify how different actors (private persons, groups of people, companies, etc.) are handled in narratives. We can quantify how much space certain parties are allocated and how often they are mentioned. Qualitatively, we can look at *how* certain issues and people are talked about (word choices, camera angles, etc.)

, The following questions become relevant in the analysis of news items:

► Why has this particular issue become a news item?

► What is the angle of a story on a particular topic or phenomenon?

► What does the news item *not* mention?

► Whom is this issue relevant for? Who gets their voice heard and who does not? Whose point of view seems to be the most central one?

► What kind of roles are assigned to people?

► Is some knowledge presented as given?

► What kinds of sources have been used and how? What else could have been used?

► How have the choice of sources affected the point of view of the item?

► Who gets the last word — i.e. how does the news item end?

► Is the journalist's point of view visible in the choice of words?

► If this is a printed news item: what aspects do the headline, pictures, and captions emphasise?

It is also relevant how the practicalities of journalism show in the item: do the people obscure the issue itself, and are issues presented as flaws, disputes, and juxtapositions instead of solutions?

EXERCISE. Watch the main news programme on a channel of your choice. Compare the news items to the channel's website news of the same day. What similarities and difference can you see in the expressions and content? Are the news topics the same? Reflect on the possible differences. Which source provides more reliable information?

4.3.2 An Advertisement

Advertising can be roughly divided into two groups: informative and image advertising. An *informative advert* attempts to influence individuals' buying patterns and/or opinions on the product in question. The goal of the advert may be a change or the reinforcement of existing attitudes or modes of behaviour. The advert wants to have an effect as quickly as possible, for instance, by saying that the advertised product is in shops right now to be bought.

When an *image advertisement* is in question, the effects of the ad are designed to be longer. This kind of advertising strives to create an image for a particular product, service, or business.

Image ads also work by creating different consumer roles, which makes their effects cumulative and long-lasting. The goal of image advertising is to create connotations.

Advertising is often realised as campaigns which include several supplementary elements. Variations of the same campaign can be seen online, on TV, and in print media. Television usually concentrates on image advertising, whereas online and magazine ads can give more detailed information on the product.

The language and imagery of advertising prefer metaphors. Metaphors are thought to steer the consumer's thinking because their connotations are often difficult to spot. Comparisons and allegories attach to the advertised product images, which they do not contain themselves.

Adverts normally appeal either to one's intellect or emotions. Intellectually appealing reasons include, for instance, low fat content or a reasonable price. Such ads usually contain percentages and other figures, and scientific terminology. Emotionally appealing reasons include the pleasure of eating chocolate, and the boost to self-esteem new clothes can bring.

Social media sometimes makes it hard to distinguish advertising from other content. Such advertising is often targeted according to the demographic information provided by a user (age, gender, hobbies, place of residence), or according to one's browsing history. By 'liking' a business, one also accepts its marketing communication. The social media audience can also aid the advertiser by spreading videos, tests, and games provided by the business.

Strategies of illustrated advertising

Layout

- ► Directs the gaze;
- ► The placement of text and colour in certain positions directs the viewer and their thoughts;
- ► The use of empty space is often more effective than filling the whole area;
- ► New, pertinent information is positioned right of the vertical axis. Old, supplementary information is usually on the left;
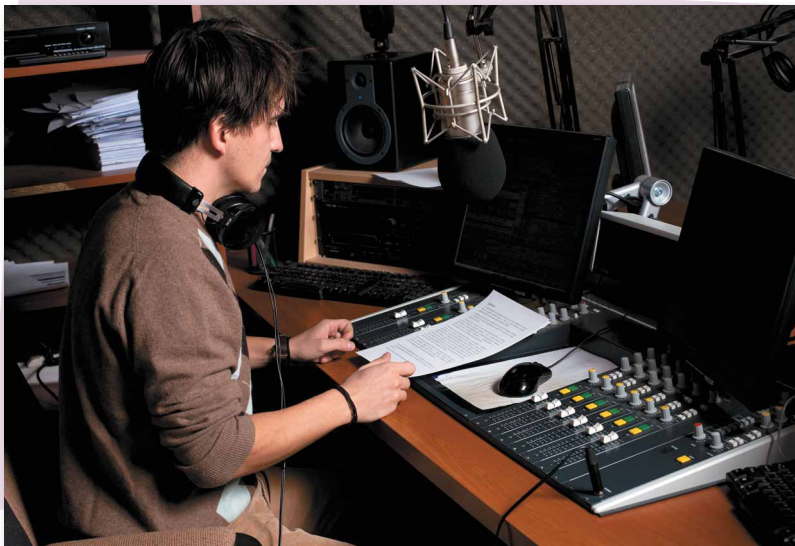
► Above the horizontal axis is usually placed the image — dream — which the product will make come true. Below is usually the product itself, and some textual information.

Angle and size

► Through the choice of angles and image sizes, the producer of the ad emphasises the relevant factors;

► Objects that are photographed directly from the front are in contact with the viewer;

► Bird's eye view gives the viewer a feeling of control over the object. By using this perspective, mental or physical smallness of the object can be implied;

► Objects shot from below dominate the viewer. This perspective emphasises the might, strength, or terror of the object;

► An extreme close-up is very effective, as it makes the viewer concentrate on the essentials. A close-up of a person highlights emotions.

Colour

► The use of colour also directs our associations;

► Colour emphasises certain directions and points in the image;

► The use of a few colours can be more effective than the use of many, as they keep the message simple;

► Red is often associated with warmth, fire, passion, aggression, and blue with coldness, sincerity, and melancholy.

In an ad analysis, the following questions can be considered:

► Who is the target of the ad? Who does the ad try to persuade?

► What means are used to achieve this?

► What meanings do text / sound add to the ad? What about layout and the use of colour?

► How does the ad reflect the values and attitudes of the time?

► What kind of information does the ad offer on the product itself? Is this information reliable?

► How does the advertised product differ from other similar products?

EXERCISE 1. Find a full-page ad in a youth magazine and analyse it using the above questions.

EXERCISE 2. Examine several ads from the same political campaign. Evaluate the effectiveness of the campaign as a whole by its use of unified graphics, images, slogans, and messages.

4.3.3 Online Texts

The internet does not have an editor who would check the accuracy of each text before they are published. User-generated content in particular can be partial, biased, or inaccurate. Forums and blogs can offer valuable assistance, but can also facilitate contact with inappropriate or even more harmful advisors. Internet users need to be aware of the dangers of simply believing anything they read online.

There are many websites inciting users to harm themselves (e.g. those promoting suicide, anorexia, or sectarianism). With the increasing possibilities of publishing online, the risk of being exposed to the content inciting harm is growing. Children and young people are not always able to make realistic assessments of the risks which arise from following the instructions given on such websites.

The problems of analysing online information are connected to the benefits of the internet: publishing is very easy. In practice this means that, for instance, the fan page made by a schoolchild can be mixed up with the official page of a film star. Furthermore, ads can be very difficult to tell apart from genuine information. Online information may be the freshest available, but it is always wise to see whether it matches the information in other sources.

Information found in a private blog has very different ramifications than information found on a society or newspaper website. If the writer is a known expert writing about their field of study, the information may be seen as fairly reliable. In a private blog, some points of view may be over-emphasised — either on purpose or not. A professional writer strives to compile their texts from a neutral point of view. Thus, it is important to recognise the writer of the text. Although the information may be written by an expert, it is always good to check other sources as well, and see if they match each other in information content.

If a website is clear and user-friendly, and correct language is used, its publishers most likely take the site seriously. Conversely, if the site is confusing, its language unpolished, and its facts in a muddle, it is likely that the content is not very reliable either.

Business websites aim at enhancing sales. Some of these sites are composed of ads and self-praise, but some include useful information as well. However, coming from a business, even facts are always a piece of marketing. One should not trust the word of marketers alone, but look for unbiased information and, for instance, user experiences.

The hints provided below will help to decide on the reliability of a website follow below:

Publisher

► Who is behind the information? (The author is clearly marked: full name, title, and company. Is the author known, for instance as an expert of the field?)

► Why does the website exist?

► Are there references to other media products by the same producer?

Quality of the data

► Are the opinions, advertisements, etc. clearly separate from the facts?

► Has the material been evaluated (by a publisher, journalist, peer reviewer, and/or a publishing house)? Are there references to this material elsewhere? If there are links to this page from elsewhere on the internet, it usually speaks of common approval.

► Are views justified?

► Is some viewpoint emphasised more than others?

► Are the facts corroborated by citing sources? Are the facts and sources recent?

► Is the language correct? What does the website look like?

► When has the page been updated — i.e. is the information still valid? Is the date of writing visible?

► Is the information detailed enough — not just mere basics — and is the information more scientific than popular?

Confirmability

► Can you find the same information in several, independent sources?

► Think why you should believe this particular information.

EXERCISE 1. Find a website targeted at young people and analyse it using the above questions.

EXERCISE 2. Imagine that your little brother has had a bicycle accident and has been diagnosed with a torn ligament on his right knee. His injury does not require immediate treatment. Search the internet for reliable sources which offer information on how to treat his injury.

4.2.4 Film and TV

In the analysis of moving images, it is useful to watch the material many times and pay attention to the different aspects of audio-visual communication: camera work, sound, and editing. Films and television programmes consist of shots — sequences of film shot without interruption. Shots are compiled into scenes, which make up the story. Editing (or cutting) refers to the process of choosing sequences of sound and image and compiling them into a narrative whole.

Aesthetic analysis concentrates on the characters, plot, surroundings, and visual and aural expression. Typical questions in such analysis include:

▶ How is the position of the protagonist enhanced by the use of cameras, lighting, sets, and music?

▶ What is the relationship between the protagonists?

▶ What are the central turning points of the plot, and how are they constructed?

▶ How does film's/programme's physical setting enhance the mental atmosphere — or is there a discrepancy between the two?

▶ How are the sound effects used?

Societal analysis looks at the way the film/programme is tied to a certain genre, how it refers to current or mythical events and uses subjective connotations. Central questions include:

▶ Does the film/programme clearly represent a certain genre (comedy, tragedy, drama, science fiction, etc.), or does it mix genres?

▶ Are there references to e.g. political issues or topics?

▶ What kinds of values and attitudes does the film/programme mediate?

▶ Do the characters clearly represent some character types, groups, or classes?

If we want to analyse a film/television programme according to *narrative meanings*, we pay attention to the development of protagonists, surroundings, and symbols. Important questions include:

► How do the protagonists develop during the film?

► How do their relations to other characters change?

► How do surroundings change as the plot develops?

► What kinds of metaphors and 'illustrated thoughts' does the film contain?

Reality TV

Reality television is a genre which has become popular during the 21st century; it strives to present partly non-scripted, real-life situations. The style can be documentary, following the life of a celebrity. Programmes can also be based on discussions, competition, the search for a relationship or a job, or candid camera-type comedy clips. Most of the popular reality TV shows are based on an international format.

The 'reality' in reality TV is based on the fact that these programmes use normal people instead of actors. The shows try to make an impression of not having any script or formal sets, although in reality most of the lines can be written beforehand. Many reality shows shoot a wealth of material, out of which only a fraction is shown. The huge popularity of reality TV is partly based on the appeal of 'real' people whose emotions are easier to relate to than those of fictional ones.

Reality TV can be assessed e.g. by the feel of reality it offers:

► How are the scenes staged?

► How have the performers been chosen and styled?

► How has the 'reality' of the show been modified through staging, cutting, shots, music, sound effects, etc.?

► How real do you think the events are?

► Have the performers' lines been written beforehand?

EXERCISE 1. Think about a film you have seen recently. Concentrate on analysing one of the protagonists of the film — you do not need to pay attention to the other characters. What is the starting point of the character? How does she/he develop? Where does she/he end up as the plot progresses? What kinds of physical characteristics does the character have? What do they tell about her/him as a person? What kinds of devices are used to emphasise the character's inner traits?

EXERCISE 2. There is a myriad of reality TV shows depicting all walks of life. So, there is a lot to choose from for teaching purposes. Think, which reality show you would choose as a part of you teaching, and how you would do it?

4.2.5. Music Video

Usually, the aim of music videos is to promote a certain artist or song: in this way, music videos are advertisements. The goal of the video is to affect the viewer through image or brand advertising. Metaphors and stereotypes are thus strongly present in music videos, and these are the aspects we should pay attention when analysing them.

The style of music videos is typically fast-paced, dense and rich, which is also true of audio-visual ads. The imagery of music videos is fragmentary, emphasising the layered nature of popular music: some visual elements mirror the rhythm, others reinforce a certain melody line.

The visual narration of music videos is usually built around the structure of the song itself. As different parts follow each other — for instance, in the transition between verse and chorus — the visual narration can also change. Dance and bodily movement play a vital part in the visualisation of music. Cuts usually fall on the beats. Furthermore, illustrated events, such as explosions, falls, and moving cars, can be synchronised with the music.

Typical traits in music videos include:

- ► Quick cuts;
- ► Hand-held cameras;
- ► Distorted camera angles (e.g. extreme bird's eye view);
- ► A rotating camera or a rotating object;
- ► Close-ups and extreme close-ups;
- ► Special effects: colours, cutting, shattering of the image;
- ► Animation;
- ► The rhythm of the visual stream follows that of the music.

While analysing music videos, one should pay attention to the points mentioned above, and ponder:

► Why has the director ended up with these particular choices?

► Why does the camera rotate in certain scenes?

► What part do the extreme close-ups play?

► What metaphors or references to other popular culture can you find?

► What is the general atmosphere like?

► Does the music video mediate some values or attitudes?

EXERCISE. Go to one of the online video services and find a music video of an artist popular among younger listeners. Analyse it using the questions above.

4.3. Let's Write an Article!

The best way to master analysing media texts is by producing them on your own. Thinking about the choice of interviewees, interview practices, information search, headlines, and the structure of the article makes it easier to pay attention to these factors when reading other people's stories.

The starting point of a writer's work is generating ideas. Which events are current, what is on the news? When the topic has been chosen, it is the time to think about the angle. From which point of view should the story be told and what does it want to convey to the readers? Information search comes next. Who will be interviewed and is there information available online?

Interview

Interviews are perhaps the most important means of gathering information for a journalist. This information is used for the benefit of viewers or readers. However, interviews can be labour and time-intensive. During almost all assignments, a journalist has to make several calls in order to find the appropriate person to interview. Sometimes it takes hours just to find contact information. Comments are needed from many sources in order to make the article balanced. It also takes time to conduct face-to-face interviews.

Only a fraction of the interviews are used in a finished piece. An interview can last for half an hour, yielding the journalist only one citation for the article. Thus, there is a danger of taking a sentence out of its context and changing its meaning. It is a good journalistic practice to send a finished article to be reviewed by interviewees before publication, so that possible mistakes could be corrected.

In a television or radio interview, the audience often hears the interviewer's questions, and thus, the probability of misunderstandings is smaller.

Professional journalists conduct a thorough research before an interview, familiarising themselves with the subject and planning questions. It is hard to make sharp questions if one is not familiar with the interviewee's field.

Tips for interviews:

► Do not ask questions which can be answered in one word.

► Ask one question at the time. If you ask two questions, the interviewee will answer only one of them.

► Show interest for the interviewee and their answers. This can be done by e.g. preparing for the interview with great care and making precise questions.

► Concentrate and listen. Ask clarifying questions based on what an interviewee has been saying.

► Do not ask leading questions.

► Do not air your own opinions, but concentrate on those of your interviewee.

► Do not ask questions that are too complicated.

From an Interview to an Article

A journalist uses interviews and other sources to compile a whole by summarising the most salient points in a way that readers find interesting and readable. Although the interviewee has provided the journalist with a wealth of good material, it needs to be pruned down; one cannot

fit everything written down in a notebook into one article. A good journalist knows how to sift the most interesting facts from the less valid ones.

The recommended way is to alternate the journalist's own narration with direct and indirect citations from interviews. Most newspaper articles are written in the present tense, which makes the text seem more current.

The words of interviewees can be understood differently depending on the order of presentation, the amount of space allocated to each interview, and the word choices of the journalist. Different reporting verbs (*says, relates, states, claims, barks, suggests, emphasises, shows…)* can affect the viewpoint of the story.

The forming of a good headline is a skill which grows with experience. A good headline grasps reader's attention, whereas a bad one cannot make the reader interested in the article, no matter how good it is. A rule of thumb is that the first ten lines of the article should provide an explanation for the headline. The most important function of the headline is to give a truthful depiction of the event in a nutshell.

4.4 Classroom Exercises

The following are examples of exercises can be used to enhance media and information literacy. They do not form a unified lesson plan, can be modified according to the size and age of the group, and used in a different order.

1. The Means of Advertising

Goal: Pupils analyse the means of advertising, and compare the ways different advertisers mediate messages to their audiences.

Duration: one hour

Material: chosen advertisements or websites.

Read the Section "An Advertisement".

Before the lesson, ask your students to observe their media environment by looking at advertising in magazines, radio, TV, outdoors ads, and online. Which media contain informative advertising, and which image advertising? Why do different media use different kinds of advertising? Have a brief discussion on the subject.

Divide the pupils into small groups. Give each group a full-page magazine ad, or a link to a certain brand's website. Ask your pupils to answer the following questions:

- ► Who is the target audience of this ad? How can you tell?
- ► How does the ad strive to affect its recipient? Are these means enough?
- ► What is the desired effect of the setting, image size, and colours?
- ► Is the ad effective — i.e. does it convince you? Why/why not?
- ► Do you think the ad could be improved to make it more effective?

Compare the findings of the groups, so that each group contributes their ads. Finally, discuss the means of persuasion the groups encountered. What kinds of means are the most common? What kinds of strategies are used to make advertising messages as credible as possible?

Recommendation for assessment on scale 1 to 5 (5 being the best):

The discussion is assessed as a group activity.

5: Pupil reflects and discusses advertising and its effects from many different viewpoints. He/she analyses the material competently. He/she has learned many new things about advertising and its means of persuasion through this exercise. He/he can answer all the questions.

4: Pupil reflects and discusses advertising and its effects from many different viewpoints. He/she analyses the material competently in the group. He/she has learned something new about advertising through this exercise. His answers could be somewhat more extensive.

3: Pupil takes part in the discussion. He/she analyses the material superficially and one-sidedly in the group. His/her answers include some insight into the means of persuasion in advertising.

2: Pupil is reluctant to take part in the discussion. He/she analyses the material superficially and one-sidedly. He/she has learned very little from the exercise.

1: Pupil hardly takes part in the discussion. His/her answers do not show that she has learned anything about advertising from this exercise.

2. The Same News Item, Different Media

Goal: pupils learn to compare different ways of reporting, and the ways of influencing the audience.

This exercise can be used as a homework.

Ask your pupils to compare the handling of a current event (e.g. a sports news item) in a daily newspaper and a tabloid.

► How do the reporting styles differ? Why?

► Have the papers allocated the same amount of space for the news item?

► How do the tones of the headlines differ from each other?

► What kinds of images are used and how big are they?

► Is the tone neutral or more emotional?

► Whose voices are heard?

► Do the articles refer to the same sources and experts?

Ask your students to send their answers to you by email.

Recommendation for assessment on scale 1 to 5 (5 being the best):

5: Pupil reflects on the differences and impacts of news reporting from different viewpoints. He/she analyses the material from diverse angles. He/she has learned a lot about the differences and means of persuasion in news reporting. He answers all the questions.

4: Pupil reflects on the differences and impacts of news reporting from different viewpoints. He/she analyses the material from different angles. He/she has learned something about the differences and means of persuasion in news reporting. His/her answers could be more comprehensive.

3: Pupil has answered all questions. He/she analyses the material in a superficial and one-sided way. His/her answers show that he/she has learned something about the differences between news media.

2: Pupil has given short answers to all questions. He/she analyses the material in a very superficial and one-sided way. He/she has learned very little from this exercise.

1: Pupil has answered questions very briefly. The answers do not show that he/she has learned anything about news media from this exercise.

3. From a Topic to an Article

Goal: pupils understand how to structure an article.

This exercise can be used as a homework.

Teach your pupils the main points in section 'Let's write an article!' (4.3).

Pupils write a one-page article. Ask them to choose a topical subject that is of particular interest for them. Pupils should interview at least two people and find extra information on the topic online.

Recommendation for assessment on scale 1 to 5 (5 being the best):

5: Pupil has found an interesting point of view for the article, which he/she introduces by interviewing two relevant people. The article is reflective and many-sided. The pupil has understood the basics of article-writing and has employed them excellently.

4: Pupil has found an interesting point of view for the article, which he/she introduces by interviewing two relevant people. The article is well-written, but could be more extensive. The pupil has understood the basics of article-writing and has employed them well.

3: Pupil has written an article and interviewed two people. The article is one-sided, and its content is superficial. There are shortcomings in the basics of article-writing, but the article still shows some understanding.

2: Pupil has written an article and interviewed two people, but has not utilised the interviews in the article. There are clear shortcomings in the understanding of the basics of article-writing. Pupil has learned only little through this exercise.

1: Pupil has written an article and tried to conduct interviews, but has not been successful in bringing his/her own point of view together with those of the interviewees. The article has been written carelessly and contains factual errors. The pupil is not familiar with the basics of article-writing.

4. Interviewing Techniques

Goal: Pupils learn to observe how posing questions affects the answers, and, consequently, how reality is perceived in an interview.

This exercise can be used as a homework.

Pupils choose an interview programme on television for analysis. They observe the flow of the interview and the questions posed and answer the following questions:

► Is the interviewer well prepared for the interview? How can you tell?

► How is listening evident in the interview? Does it enhance the interview?

▶ Does the interviewer make further questions or conclusions based on what he/she has heard?

▶ What is the atmosphere like?

▶ Which aspects can be improved?

Pupils make a short analysis based on their answers, and send it to the teacher. Remind your pupils to include the name and airing time of the programme along with a possible link to it.

Recommendation for assessment on scale 1 to 5 (5 being the best):

5. Pupil analyses the interview excellently. He/she answers all questions and ponders the aspects of interview techniques in a many-sided way. He/she has understood the basics of interviewing and knows how to assess them in practice.

4: Pupil analyses the interview well. He/she answers all questions and ponders on the viewpoints of different interview techniques; however, this could have been done in a more extensive way. He/she has understood the basics of interviewing and knows how to assess them in practice.

3: Pupil analyses the material by answering most of the questions. There is no reflection on different interview techniques. His/her analysis is superficial, but nevertheless includes some new insight into interviewing.

2: Pupil's analysis is insufficiently deep, some of the questions are answered, but the answers are not based on the interview. He/she does not show an understanding of interview techniques. He/she has learned very little through the exercise.

1: Pupil has written a superficial analysis, answering only few questions. There is no reflection. Judging by the analysis, she has learned next to nothing from this exercise.

5. A News Item in Different Media

Goal: Pupils understand how news reporting is realised differently in different media.

Duration: depends on the method.

Tell your pupils that the government is planning to change legislation that will affect environmental protection. A government official has just made a speech to justify the government's position. A large group of young people are present to protest and a struggle breaks out between the protesters and the police.

Ask the pupils to predict how this event will be covered by

a) a newspaper,

b) a radio station, or

c) a television station.

How do you think the coverage will differ and why? How much of this difference would be based on the unique characteristics of each medium?

Divide your pupils into five groups and ask them to produce a short news item for one of the following media:

1. A radio station with a reporter present at the scene.

2. An internet magazine run by environmental activists.

3. A police bulletin.

4. A local newspaper.

5. Television news.

For the radio, the story can be no longer than 20 seconds; for the newspaper, 210 words; and for television, 1–2 minutes.

Compare your news. How do the news in different media vary? How do different media affect the kind of coverage and information given? What codes and conventions are used in the development of each story?

Recommendation for assessment on scale 1 to 5 (5 being the best):

5: Pupil has written a news item appropriate for the chosen medium and has followed the instructions. He/she discusses the news item and compares it with the others. He/she has gained new insights into the basics of news coverage and learned a lot through the exercise.

4: Pupil has written a news item appropriate for the chosen medium, and has followed the instructions. The news item could be more extensive. He/she discusses the news item, and compares it with the others. He/she has gained new insights into the basics of news coverage.

3: Pupil has written a news item which is rather appropriate for the chosen medium. He/she takes part in the discussion, but cannot justify his/her views very well. Through the exercise and the discussion, he/she has learned something about the basics of news coverage.

2: Pupil has written a news item which may not be at all appropriate for her chosen medium. He/she is reluctant to takes part in the discussion and analyses his/her thoughts in a superficial way. He/she has learned very little through this exercise.

1: Pupil has written a news item which does not wholly correspond to the assignment. He/she barely takes part in the discussion. Judging by his/her answers, it is not clear whether he has learned anything through this exercise.

6. The Relationship of Image and Text

Goal: understanding of images and captions.

Duration: Approximately half an hour.

Materials: Newspapers or computers with internet access. Glue, paper, pens.

Divide your pupils into small groups and provide each with a newspaper. Ask them to find a large news image, the meaning of which is unclear without a caption. Alternately, groups can look up an image in an online newspaper and print it out. Ask your pupils to save the caption, but to keep it separate from the image. In groups, the pupils will reflect on and take notes based on the following questions:

► What is going on in the picture?

► Why has the picture been taken?

► What happens next?

► What kinds of meanings does the image convey?

Pupils glue the image on a piece of paper leaving plenty of empty space below. The groups provide the image with an alternate caption which they think will be appropriate for the image.

Each picture is put up on the wall. Other groups write their own captions below each image. When everyone has completed the exercise, you can ask them how the new captions differ from the original ones. How does the meaning of the image change with the change of caption?

Recommendation for group assessment on scale 1 to 5 (5 being the best):

5: The group has made extensive notes on the news image. Pupils take an active part in the discussion and give excellent reasons for their points of view. They have understood a lot about the relationship between images and captions through this exercise.

4: The group has made good notes on the image, although they could be more extensive. Pupil takes part in the discussion and has many relevant points of view to the image. They have learned something about the relationship between images and captions through this exercise.

3: The group has made notes on the image. Pupils take part in the conversation, but do not necessarily give extensive reasons for their points of view. They have learned something about the relationship between images and captions through this exercise.

2: The group has made superficial notes on the image. Pupils are reluctant to take part in the discussion and cannot give very good reasons for their points of view. They have learned very little through this exercise.

1: The group has made meagre notes. Pupil hardly takes part in the discussion. The answers do not show whether they have learned anything through this exercise.

7. Remembering the News

Goal: Pupils understand how news affects their lives and where their effectiveness stems from.

Duration: Approximately half an hour.

Remembering the news and discussing them together:

► What kind of new information have you received from the news lately?

► What has been the most memorable news item in your life?

► What news item has been the most pleasant?

► Which piece of news would you rather forget?

► Which news item would you rather have heard more about?

Ask pupils to write an essay in which they reflect more closely on a news item which has affected their lives. It can be an item which they remember vividly, or one that has had a tangible effect on the pupil's life, or has had societal ramifications. Ask your students to think about, for instance, the following questions in their essays:

► Where did you hear or see the news item? Where were you, and who were you with?

► How did the item catch your attention — by the use of images, videos, headlines?

► What kinds of feelings did the news item evoke?

► Did you discuss the news item with anyone?

► What kind of impact did the story have on your life and the people around you?

- ► Why did the story have this effect?
- ► What types of news criteria did the item fulfil?

Recommendation for assessment on scale 1 to 5 (5 being the best):

5: Pupil takes an active part in the discussion. His/her essay is broad and extensive, well thought through and based on facts. He/she has understood a great deal about his/her own relationship with the news through this exercise.

4: Pupil takes an active part in the discussion. His/her essay is excellent, although not quite as extensive as it could be. He/she has reflected on his/her own life in relation with the news item and has learned something new with the help of this exercise.

3: Pupil takes part in the discussion, but cannot give reasons for his/her opinions. The essay is good and he/she has learned something new from this exercise.

2: Pupil is reluctant to take part in the discussion and cannot give reasons for his/her opinions. The essay is rather one-sided and concentrates on description rather than reflection. He/she has learned only little through this exercise.

1: Pupil hardly takes part in the discussion. His/her essay is meagre and mainly describes the news item on a superficial level. It is hard to say whether he/she has learned anything through this exercise.

8. Assessing Online Information

Goal: Pupils learn to assess various sources of internet information and reflect on the value of such information.

This exercise can be used as a homework.

Ask your pupils to look up online information on some illness. The pupils should try to find as many of the possible sources and compare their information:

- ► A library source;
- ► A source of authority;
- ► A medical company source;
- ► A source maintained by an association;
- ► The website of a health-oriented or wellness magazine;
- ► The home page of a chemist's or a doctor's clinic;
- ► A blog or a homepage run by a private person;
- ► A website maintained by a commercial business which attempts to offer unbiased health information;
- ► A discussion forum.

The pupils write an essay in which they list and discuss the main ways to determine the authenticity and authority of a medical website. They can answer the following questions:

- ► What kind of information did you find on the illness, its onset, forms, prevention, and treatment?
- ► What kind of information do you trust?
- ► Was there any information which surprised you?

► Can medical websites help you diagnose any health problems you might have?

► Is it safe to take action concerning your health based on advice from the web?

Recommendation for assessment on scale 1 to 5 (5 being the best):

5: Pupil has found most of the appropriate sources and used them for an extensive analysis. He/she combines the information from the article to his/her own observations and states his/her reasoning well. He/she has learned a lot on the assessment of online information and its reliability through this exercise.

4: Pupil has found at least a half of the sources. He/she has compiled a good analysis which, however, could be more extensive and better thought through. He has learned a lot on the assessment of online information and its reliability through this exercise.

3: Pupil has found a half of the sources. He/she has come up with an analysis which contains the basics on the assessment of online information, but does not concentrate on combining observations with theory. Judging by the written work, the pupil has found some insights on the topic through this exercise.

2: Pupil has found a few of the sources. He/she has made a meagre analysis based on his findings which hardly contains any reflection. He/she has learned only little through this exercise.

1: Pupil has found only a couple of the sources. His/her analysis is superficial. He/she cannot combine theory with the sources he/she found. It is not clear whether he/she has learned anything from the exercise.

9. The Reliability of Wikipedia

Goal: reinforcement of critical skills.

Materials: computers with internet access.

Familiarise yourselves with the biggest collaborative encyclopaedia, Wikipedia. What kind of information is available there? Who can participate in its writing? How can you tell whether the information is correct? Find the Wikipedia page of your home town. What has been written about it? Is there any information missing? Is young people's viewpoint represented in the text?

Divide your pupils into pairs and ask them to improve a Wikipedia article. Ask the pairs to find out how to make internal and external links and how to refer to other sources on Wikipedia. Pupils can improve pages on their home town, celebrities, their hobbies, etc. Ask your pupils to find as reliable sources as possible for their texts and to mark them in the entries.

Ask your pupils to send you a link to the page they have edited indicating what kinds of improvements they have made and why. They should also link the source information to their text.

Follow up on how other users edit the entries during the next few months.

Recommendation for assessment of pairs on scale 1 to 5 (5 being the best):

5: The pair takes part in the discussion actively. Pupils have improved the wiki article in a creative and extensive way. They have found relevant sources and linked their improvements to them in a correct manner. They can justify their improvements, and have made a noticeable difference to the article. The pair has learned the basics of Wikipedia editing and have understood a great deal about the topic through the exercise.

4: The pair takes part in the discussion actively. Pupils have improved the wiki article, but their amendments are not very extensive. However, they have linked the amendments appropriately. Their justifications are not extensive, but sufficient. The pair has learned a lot about the improvement of Wikipedia through this exercise.

3: The pair takes part in the discussion. Pupils have made few improvements to the article of their choice, but can nevertheless justify their changes. Their sources are correctly marked, but are not necessarily as accurate as possible. The pair has learned a lot about the improvement of Wikipedia through this exercise.

2: The pair is not enthusiastic about the discussion. Pupils made very few changes to their article of choice, and their improvements are not necessarily of good quality. They have not found any substantial sources, but have nevertheless tried to cite their sources. They are unable to justify their amendments. The pair has learned very little through this exercise.

1: The pair did not take part in the discussion. They hardly managed to improve the wiki article, but have nevertheless tried to find sources, though the sources they found are irrelevant. The pupils cannot justify their amendments. The pair has learned nothing about the improvement of wiki articles through this exercise.

10. Information Literacy Skills in Practice

Goal: Revealing an information need and organising the information.

Duration: Approximately 45 minutes.

Materials: Computers with internet access.

Divide your pupils into pairs. Give them an assignment to plan a holiday trip to Florida (or another place relevant to the subject at hand).

The complete holiday plan should include all the information needed for a successful trip. Tell your pupils that this exercise is not about speed. The best grades are awarded to those pupils who have used varying sources and whose plan is the most realistic.

Inform your pupils that while planning a trip, one should use several information sources: videos, pictures, timetables, discussion forums, travel agency websites, news, etc.

Ask your students to reflect on the following questions:

- ► What kind of information do you need in order to plan a trip?
- ► How do you identify a need for information?
- ► Did the sources you found match your information need?
- ► Where do you find the information? How can you tell that your source is reliable and suitable?
- ► How do you know that you have enough information?
- ► How do you organise the information?
- ► How will you present your information in a comprehensible form?

The pupils' task is to come up with a detailed travel plan made up using all available information: destination, hotel or B&B they will stay in, sights they are going to visit, etc. The plan should include links to the pages where students have found their information. Ask them to email you the finished travel plan with appropriate links.

Recommendation for pair assessment on scale 1 to 5 (5 being the best):

5: The pupils have revealed the relevant needs for information and known how to make use of them. They have presented the information in a comprehensible form.

4: The pupils have revealed almost all information needs and known how to make use of them. They have presented the information in a fairly comprehensible form.

3: The pupils have not revealed all information needs. The information is not always presented comprehensively.

2: The pupils have revealed only few information needs. The information is not always presented comprehensively.

1: The pupils have not revealed information any needs and have not presented their information in a comprehensible form.

MODULE 5

Cooperation
and Sharing Ideas

At its best, media education is based on cooperation. Media are present in many walks of life; thus, schools should also handle media from different perspectives and within different subjects. Ideally, all subjects would collaborate with each other.

Partners can be found also outside the school walls. Youth workers and libraries are often active media educators, and are more than willing to cooperate with schools. Youth centres and libraries may provide better resources for media education, which makes co-operation useful for schools. Other viable partners can be local child welfare organisations, media professionals, or museums.

Media education at schools can be realised through a different kind of informal clubs. Pupils can work as assistants in these clubs because young people share a common media culture and older pupils are credible guides in media matters in the eyes of the younger ones. A teacher does not necessarily understand the nuances of young people's media cultures.

The goal of this module is to encourage cooperation both within and beyond schools. We provide examples of collaborative projects with youth work and libraries. In addition, we illustrate how young people can work as assistants in school clubs. The case examples are from Finland and they base on the Finnish school culture and structures.

Learning Outcomes

After studying this module your will learn:

- about collaborating with libraries and youth centres working in the field of media education,
- about setting up a media club in your school,
- about using young people as assistants in media clubs.

EXERCISE 1. Using search engines and other resources, run a search for programmes, projects, or initiatives in media and information literacy that currently exist in your area. How could you make use of these in your own teaching?

EXERSISE 2. Who are the current co-operation partners of your school in media and information literacy education? How could the co-operation be enhanced?

5.1 Teaching Media and Information Literacy in Youth Work

Media use is an important part of young people's leisure time; therefore, it is natural to combine media education with youth work. By youth work, we mean activities for young people provided outside formal education situations. For example, in Finland there is a strong tradition of communal youth centres maintained by well-trained youth work professionals. Youth centres welcome all young people at certain opening times, usually in the evenings and at weekends. Young people come to youth centres just to hang out or drawn by different activities held at

the centre. Youth workers can see young people's media world more precisely than teachers, as young people use media in youth centres more than at school.

Youth workers act as media educators in the sphere of young people's own media culture. This culture can significantly differ from the media culture of adults. To prevent misunderstandings and ensure a high quality of media education, it is useful to have some knowledge of media and young people's media cultures before developing media-related activities for young people.

Youth centres are excellent places for discussions between adults and young people. Most young people like to be seen as tech-savvy, aware users of media; yet, they need adults to support them, particularly when it comes to questions considering values, choices, and ethics. Adults have a crucial role in helping young people to use media safely. In addition, youth workers can encourage pupils express themselves through media (for instance, by producing content and publishing their own opinions) and at the same time help young people to familiarise themselves with intellectual property rights, age limits, and other legal issues.

In youth work, media education practices can be applied in many ways. Media education is not just a tool for working with the challenges and opportunities of media: it can be used to emphasise themes such as bullying, exclusion, racism, loneliness, and isolation as well as to develop ways of involving young people in the prevention of these threats through media. Youth centres provide a useful space for discussion because they often already have media tools, such as computers and game consoles. One of the easiest approaches to media education is talking with young people about media contents, contexts, and productions in general. Events such as theatre performances, game and movie evenings, or the premiere of a short film made by the young people themselves are media education practices as well.

Media-related projects, such as producing journals, blogs or videos, are more advanced methods of media education. Usually these types of projects are too extensive for schools. In youth work, there is more time and workshops can be arranged during weekends, or even longer periods. Youth workers can also employ the internet for media education purposes by providing assistance and counselling in online environments. Youth work in online environments is quite a novel domain; it includes themes such as supporting creativity and participation as well as providing information about threats (for example, cyber-bullying, internet addiction and grooming).

For teachers and youth workers, cooperation in media education can be mutually beneficial. For example, youth centres may have better facilities and equipment and advanced expertise on media than schools. Cooperation requires that both teachers and youth workers know each other's practices and are able to develop a common culture. This type of cooperation can be developed in many ways. Representatives of youth work can come to schools to provide information about certain topics, or organize media-related activities (media clubs, workshops, theme days) at school or at the youth centre. Informal and formal learning environments as well as a team, consisting of teachers and youth workers, complement each other.

5.1.1 Case Study: Youth Work in Co-operation with School

Esa Linna, Project Secretary, Youth Department of Jyväskylä, Finland

Mr. Linna works with young people who produce the local *Painovirhe*-webzine, which is published almost monthly. The young people write articles, take pictures, and shoot videos for each edition. The webzine contains concert, book, and album reviews, lifestyle articles, opinions, short stories, poems, videos, and news from the local youth council. Linna has been co-operating with schools many years, first of all, to get new, enthusiastic editors for the webzine, but also to familiarize teachers with media education provided by the youth department.

Could you briefly explain the co-operation you have done with schools?

A teacher asked me to visit the secondary school to introduce the *Painovirhe*-webzine. I took a couple of editors of the webzine with me, and later, together with the art teacher, I planned and executed a video course for pupils. Pupils were really interested to work with us. In addition, I've visited parent-teacher evenings and introduced the media culture of young people to parents. From my perspective, it is important to find ways which benefit both school and youth work.

Have you encountered any problems during the collaboration?

Not problems as such, but it was challenging to fit the course into the school schedule. From the perspective of a youth worker, schools have stricter schedules and limited hours in general. The co-operation projects need to be assessed and scheduled carefully because working with media takes time, and it is impossible to continue working, if the pupils need to run for the next class. The division of labour between the youth worker and the teacher as well as among pupils who participate — who does what and when — needs to be considered carefully in advance.

What are the advantages of schools and youth work cooperation from a worker's point of view?

I believe it is important to find practices which benefit both school and youth work. Through cooperation with schools, youth workers can get contacts to young people who are not within the scope of youth work. Ideally, some of these youngsters could get interested in our activities and join the editor board later.

Why schools should seek cooperation with youth work?

Schools truly benefit from the additional labour force and practices of media education. Teachers and youth workers can develop their cooperation and work as a media education team. Furthermore, for pupils, cooperation is truly inspiring because pupils are allowed to deal with media equipment, produce media content and work together.

5.2 Media and Library Skills Education in Library Work

Current societies are built largely on information. Particularly in the West, the problem is not the access to information, but rather an excess of it. It is at times problematic to pick relevant points from among all the available information. The incoherence, variety, and unreliability of sources pose challenges to the organisation and management of information. Thus, the importance of choosing, analysing, and summarising correct information increases. Furthermore, as information is increasingly produced by amateurs, one must pay attention to quality in one's searches. It is important to read critically, and analyse both the text and its source, for the information may be coloured depending on the interests of its producers. These kinds of critical reading skills are an integral part of information literacy.

As the amount of information increases, so does the number of data formats. In addition to printed books, sound, images, and various digital materials will proliferate. With the help of technological development, the flow of information will accelerate. Apart from media contents, users will also have to be familiar with new technologies. For libraries, this means not only the constant acquisition of new formats, but also the guiding of library users in the use of developing systems. Thus, the importance of pedagogical competence in the areas of internal and customer training, as well as PR and marketing skills, is emphasised. Information industry is a growing area, which has applications in every sector of modern societies.

In the development plan of the Finnish Ministry of Education and Culture concerning education and research, libraries have been allotted partial responsibility for the development of media literacy. The Finnish library law contains an objective that citizens have an equal right to education, but also to "a continuing development of knowledge and skills, internationality, and lifelong learning" (L 4.12.1998/904). Currently, these objectives also include the use of

electric media and information literacy. Libraries have been exemplary in carrying out these goals in a way which could be described as a 'hidden curriculum'; however, particularly during the last few years, these objectives have been actively adhered to. This tendency is shown in the increased cooperation of schools and libraries as well as other parties, and the increased hiring of pedagogical information specialists in libraries.

Finland has a long tradition of public libraries. They offer free loans of e.g. books, CDs, DVDs, and comic books. Libraries are well equipped with computers and game consoles, and young people come to spend their free time in libraries. Libraries have their own sections for children and young people. Libraries are funded with tax funds. The purpose of libraries is to give equal opportunities to everyone to be civilized. Libraries play an important role in education as well as in social engagement and global understanding.

5.2.1 Case Study: Vocational Institute Library in Cooperation with School

Johanna Ekoluoma, Information Specialist, Library of the Vaasa Vocational Institute, Vaasa, Western Finland

Connection to a public library: The library of the Vaasa Vocational Institute shares a common library management system with the Vaasa City Library. This helps both libraries, for example, to share materials. In addition, the same library card can be used in both libraries.

Target audience: Serves primarily students and staff from its own learning institution, but is open also to other customers.

Collection: Collection consists mostly of course, professional, and other factual literature, but there is also a small amount of fiction (novels and short stories). Collection includes print books, e-books, newspapers, magazines, and audiovisual material. Everything can be loaned.

Could you explain what is included in your job description?

My current job description includes e.g. the acquisition of new material, the indexing of existing library material, customer service, training in library use and information search. Because our collection includes very little fiction, the role of recommending books is not as central in my work as it is in public libraries. My job requires good skills in Finnish, Swedish, and English firstly, because Vaasa is a bilingual city, and, secondly, because VAO offers teaching in all of these languages.

How are international customers taken into account, and how do they appear in the everyday practices of the library?

Because at VAO our customers come from many different countries, our selection of books includes lots of dictionaries and Finnish textbooks. Although we provide all educational fields at VAO, an appropriate hand-out with a list of links and other sources of relevant study information, I've also come up with a language immersion method for nursing students. These sessions combine library induction with language study and have become very popular and useful among both students and teachers. On the VAO homepage, there is a list of links for each subject, but my job is to provide each student who comes to study information retrieval with a printed hand-out containing the names of appropriate magazines and journals and library classes, which contain titles relevant to the student.

Could you tell a bit more about your language immersion method that sounds interesting?

One of the Swedish teachers came up with it during last spring term. A group of nursing students came to the library during their Swedish lesson, and we gave a library induction in Swedish, followed by an exercise in information search. It's basically killing two birds with one stone: the student learns to use the library and to look up a material, and picks up Swedish that is relevant to their studies. The Swedish teacher had told of these experiences to an English teacher, and we did the same thing in English. All parties have been pleased with the system, and I myself have particularly enjoyed the alternative way of teaching this method gives to library inductions.

How actively do students take part in these inductions?

In Finnish secondary education, library inductions are not an obligatory part of the syllabus like they are in higher education. This leaves students in secondary education in an unequal position. At the moment, it is up to the teachers whether they take their groups to the library and how much time they spend there. Usually one or two lessons are allotted to library inductions. We have compiled different models for inductions. An experienced information specialist knows what to include in one lesson on the information search and what to leave out; they have also prepared lots of exercises in case the group is very advanced in information search skills.

What does a library induction usually consist of?

I usually begin my lessons with a short introduction of the library itself. After this, we move on to the computer class, in which each student gets to sit by their own computer and watch as I show our contact information and links on the library homepage. Then I usually introduce the Venny e-library which belongs to the Vaasa City Library. We use Venny to get a general
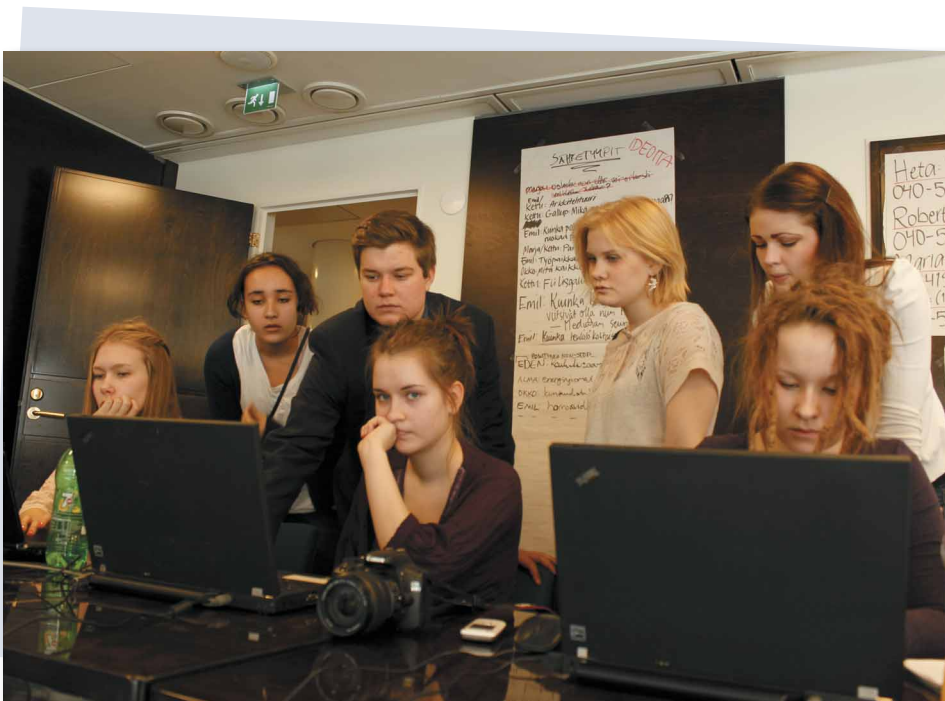
impression of a webpage and do simple search exercises as well as looking up certain books availability and making reservations afterwards. Normally I also teach students how to use the reference database Aleksi. After this, the teaching takes into account special needs of each subject and possible wishes of a teacher.

After practicing these skills together, we do exercises, their number depends on the available time. The level of these exercises is rather basic, including looking up material using a book title or an author name. I've noticed that these kinds of exercises are sufficiently challenging, particularly for first-year students. For older students or those taking part in upper secondary school-based programmes, the exercises can be more advanced. For last-year students, we provide an almost identical lesson as in the beginning of their studies in order to recall to their minds the former teachings. We also give the more exercises based on their own subjects and answer their questions. Students writing their theses are often very motivated to take part in our information search tutorials.

Have you encountered any problems?

Because among our students there are lots of immigrants and exchange students from different countries, language can cause some problems. In teaching, this can lead to situations in which certain things are not common knowledge to everyone, causing us to diverge from the planned teaching route. Sometimes we need to reserve time for writing the first-time students a library card — the first one they have ever had. In addition to the uneven level of students, teachers sometimes have problems reserving a slot for information education on time or knowing what they actually want from the library.

How well are criticism towards different information and the ethical use of information realised in teaching?

Teachers, as well as myself, would like to add into the teaching even more media criticism and the ethical use of information, which are a crucial part of information literacy. However, there's rarely time for these issues, because library inductions are used very seldom and, on these occasions, the time is spent learning basic skills. The handling of the aforementioned skills would be very important. We could also develop the way all school classes get information education, and that they all get it equally.

From the point of view of the library, what advantages does the cooperation between schools and libraries ensure?

Students become aware of the existence of the library, they learn to use our services, and, most importantly, they know how to come to the service desk to ask for help — the library becomes a natural part of the student life. If such cooperation did not exist, who would be aware of our databases, our collections, or our services? Furthermore, people begin to have more appreciation towards the field when they know what our job entails. They know that I am a professional and not just a keeper of books, who sits at the desk, mouth clamped shut and hair in a tight bun. They know that with my job effort, I support the everyday workings of the school and that they can turn to me in any matters involving libraries or information search.

Why should schools cooperate with libraries?

This is something we discuss with teachers all the time: young people certainly know how to look up all kinds of unimportant information, but when it comes to searching for real information, they find their skills lacking. A printed book is a more reliable source of information

than an internet chat page. Young people need to be guided into using libraries and searching for information — and, indeed, not only young people, but adult learners as well. The sifting of information is a citizenship skill in my opinion, because otherwise, people get bogged down with irrelevant information and finally no one knows anything, although supposedly everyone knows everything nowadays.

Examples of Information Retrieval Exercises for Barber Trainees

1) Find the library class 59.3. What subject matter are the books in this class? Mention one work in Finnish and, if you are able to find it, one in English as well.

2) Find a journal in your own subject area. What is the name of the journal? Find one article which sounds interesting and write about it briefly.

Examples of Information Retrieval Exercises for Nursing Students

1) Who has written the book Sosiaalisuus ja sosiaaliset taidot [Sociability and Social Skills]? Can you find it in the school library?

2) Do a search, using the term 'blood pressure'. Limit the search to Finnish titles. What kind of search results did you get?

3) Familiarise yourself with the Terveysportti library's diabetes database and describe why smoking is harmful to a diabetic.

Examples of Information Retrieval Exercises for Cook Training Students

1) Search for titles written by Hans Välimäki. Mention at least two.

2) Who has written the book Villiyrttikeittokirja [How to cook with wild herbs]? In which libraries is it available? Click on the details on the work and look up its keywords.

5.2.2 Case Study: Public Library in Cooperation with School

Terhi Piikkilä & Lena Sågfors, Finnish and Swedish-speaking pedagogic information specialists trying to take into account the needs of elementary and secondary school students, Vaasa City Library, Finland

Target audience: The City Library is open to everyone, and is also the regional library of the area.

Collection: The City Library collection consists mainly of Finnish and Swedish titles, but it also includes material in other languages, for instance, in English. There is a wealth of printed and electronic material at the library. The library home page includes a list of links which helps an independent information-seeker.

Other special information: The Vaasa City Library, founded in 1794, is the first of its kind in Finland.

On-going projects: The library implements a number of projects, most of which have to do with children and young people. One of these is the *Tie tietoon [A road to knowledge]* school library project aimed at transforming Vaasa's school libraries into a workable and flexible part of the library network of the city. A shared school library database enables uniform teaching of information retrieval skills using material from both school libraries and the city library. The main idea behind the project is to offer library services to all students equally.

Can you describe your job?
What kind of information search training do you give?

We go to schools to do booktalks. This is one of the most central parts of our job as pedagogic information specialists in general libraries, and one that teachers wish for the most. We could work for more hours a day; we have not been able to advertise our services in all secondary schools, because we simply wouldn't have the time to visit them all.

Groups and classes are always welcome to the library. However, if they want a guided visit, it is always best to book a time beforehand. There are different types of tours for different kinds of groups and needs. Depending on the available time, level and wishes of the group, these tours can be basic ones, which include getting a library card and learning to use the self-return machine, and hearing about how books are classified. An alternative tour can offer more varied and in-depth tutorials on information search on the internet.

We teach the use of the e-library by giving simple exercises such as searching for books by their author, title, or subject; we also teach how to reserve books and renew loans online. A wider information search tutorial includes the use of the e-library in various ways, getting to know article databases and the most common sources of information online. Information search tutorials can be modified according to the wishes of the group and they can concentrate on certain themes, for instance, literature or music. Usually it is a Finnish or Swedish teacher who books a tour for their group, although our tutorials could be applied to other subjects as well — art or music, for instance. We have also tried a dramatic booktalk service at the library, which has been warmly received.

How actively do groups take part in your tutorials?

With elementary schools, libraries have a clear strategy and goals, according to which their visits are scheduled. Cooperation of secondary school with libraries depends a lot on the

activity of teachers. However, we offer different types of activities for different target groups. For instance, during the yearly literary event Littfest, which is organised by the library, we offer meetings with authors and other literary activities for young people. We have also had some experimental activities with certain groups, for instance, an ancient Greece and Rome themed dramatised booktalk. Furthermore, following the example of the TV series *Amazing Race*, we have organised experiential Amazing Libraries — inductions.

How does cooperation with schools benefit the library?

By cooperating with schools, we reach a number of children and young people. When the cooperation works well, it is possible for us to reach entire age groups. Through this collaboration, we reach also those young people who never visit libraries by themselves or with their families. During school visits, libraries become familiar, so one can think school cooperation as a kind of PR and marketing tool. We can give information training to a larger group at a time, and sometimes- to the entire class.

Why should schools cooperate with libraries?

Libraries reinforce the teaching done at schools. Often the collaboration of schools and libraries is only thought to be a part of Finnish or Swedish lessons; however, libraries can be used in the teaching of other subjects as well (foreign languages, theoretical subjects, music and art). Libraries will guide pupils in the diverse ways of the information search and critical evaluation of knowledge. We could allot much more time to these activities, however.

Schools can also take advantage of our collections in the teaching of literature, as the resources of school libraries are scanty, even non-existent. Town libraries provide a diverse collection of material, from which children and young people can choose their favourites, with the help of the staff if need be. Libraries also offer professional booktalks. In my view, all children and young people need help in finding literature that is right and interesting for them. This will help them discover and retain the pleasure of reading.

Is there anything else you wish to talk about, for instance, concerning information search tutorials?

Although our work is very active and partly highly planned, and although there are many interesting projects, we would need a lot more time with each group. For instance, we would need more time to teach students about the ethical and critical use of information. At the moment, such teaching is limited to subordinate clauses and different pilot projects, mainly because schedules are very tight and syllabuses fixed, in particular, in elementary schools.

Examples of search exercises for upper elementary school pupils

1. Who has written the book *Unelmien sinä*?
2. Where can you find the book in the library?
3. Is the book currently available in the main library? If you have the time, look up the book in the young readers' section.
4. Find a book in Finnish which deals with figure skating.
5. What is the name of the book?
6. Who has written the book?
7. What is the location/shelf number of the book?
8. Is the book available in the main library? In which section?

5.3. Pupils as Media Club Assistants

Young people live in a media culture that adults can find difficult to understand. The experiences of young people can and should be used by recruiting them as club instructors or teaching assistants. Younger pupils are excited to get elder students from their own school to instruct them. There are some subjects that children will not even want to discuss with adults; so, clubs can offer a natural way of getting a chance to talk with someone a bit older. However, young assistants should not be left alone with their groups and there should always be a grown-up instructor responsible for the group.

Behind the assistant activity is the idea of peer instruction. Peers have a shared world of experiences and they speak the same language, having the same meanings for certain concepts. A young peer is someone who can identify with another young person's experiences and the community around them. Peer groups are usually very important for young people because a young person mirrors their own development on their friends', and by either belonging to a certain youth culture or separating themselves from it.

Youth is a stage in which people grow independent and separate from their parents. Young people rather spend time with their peers than with adults, and older people's mindset is not always even taken seriously. In early youth, it is usual to look for role models outside home, for instance, in media or social networks. Slightly older peers can be seen as role models as well. Thus, it is important for club assistants to remember that they are acting as role models for the younger pupils.

Young people who are around the same age can offer credible peer support in many problems which face people of their own age. Young people pick up new thoughts and forms of behaviour from each other easier than from adults — parents or teachers.

An assistant can be any young person who has the sensitivity and willingness to engage in reciprocal and authentic social contact with other young people. They should be mature enough to receive criticism and feedback about their work.

Working as a club assistant can be a voluntary activity, another option is awarding credits for it. In any case, the work will provide them with valuable experience for future use.

5.3.1. An Adult's Role in Club Assistant Activity

In participatory action, the role of an adult is to step back and give room for the young people. An adult's role is to provide background support and enable activities. A participatory instructor works in such a way as to give pupils the centre stage. The instructor helps to deal with unsuccessful situations, and encourages young people to carry on despite failure, or the fear of it. An adult provides the framework for the activity, motivating and rewarding young people. Helping young people participate may require patience and open-mindedness, but at the same time it lightens the workload of instructors.

Young people cannot be thrown into club activities without preparation. They need to be trained or at least familiarised with the running of clubs. Although such activities are informal and extracurricular, all clubs should have a clear goal. For a media-oriented club, it might be good to ask the following questions: what should the club members learn about media? How can the young assistants steer the club in the right direction? How can they know that the goals are being met?

It is also useful to make the role of the assistant clear to the young people from the start. Which issues are the responsibilities of the adult, which are those of the young people? Availability of at least two assistants per club helps to divide responsibility and workload between pupils.

The job of the participatory instructor is to give feedback to club assistants. This feedback helps to steer the activity and aids the forming of an instructor identity. Young people require a lot of positive feedback; they are afraid of failure because their identities and self-esteem are still developing. Thus, ideas for development should be worded carefully.

An adult's role in club assistant activity is triple:

- Enabler: starter and promoter of the activity.
- Educator: trainer of young people and organiser of education.
- Participatory instructor: director and supporter of pupils' activity during club time.

5.3.2. Examples of Media Clubs

Media clubs can be formed around a certain theme, for instance, films, comics, or animation. There can be a club centred around the aural world of media and the manipulative power of sounds. In other words, the target can be images, series of images, film, games, sound, music, narration, text, or any other part of media.

The central aspect, however, is that the starting points of the club are the media worlds and experiences of children and young people; from this basis they can be lead into recognising, analysing, understanding media, and into producing media themselves. At its best, a media club will encourage its members into becoming media experts who understand and use media and participate in it actively. Club members learn something new about themselves as media consumers. The media skills of pupils will be polished almost unnoticeably, but a club assistant can also help the club members to recognise what they have learned through his or her actions.

Skills of critical thinking will be reinforced by changing the role of a consumer into that of a producer: by making one's own media contents; making magazines, ads, news, drama, or websites. Learning by doing helps students to understand media's ways of expression, and brushes up technical skills. When young people notice what kinds of choices go into media contents, they will become more analytical towards other people's media products. Therefore, it would be useful to concentrate on do-it-yourself media activities.

Possible themes for clubs may include:

A video opinion

What's wrong with your school or residential area? Make videos in which you talk about a flaw in your surroundings and give suggestions for repairing it. Publish your videos on e.g. YouTube, and see what kind of comments they receive. You can also promote your videos on social networking sites in order to gain more viewers.

Ad magic

The club explores the means and effectiveness of different kinds of ads. Members can make an advertisement on e.g. the performance of the local church choir or a village fair. Instead of a print ad, make a radio or TV commercial!

Talking book

Make a digital story out of an ordinary book! Illustrate the events of the story using photos or drawings and use e.g. Windows Movie Maker to put sound and images together.

Webwise

How to use the internet in a clever and useful way? What kinds of images it is wise to upload online? What do copyright and the law have to say about these things? How can you know whether online information can be trusted?

From a book to a film

Read an extract from a novel which has been adapted into a film. Then watch the same extract in the film and think how the text has been transposed into an audio-visual form. What kinds of choices have the filmmakers done?

Fan fiction

Watch a film together or read the same novel. Continue the plotline of the film or the book in your own production, which can be a short story, play or a short film. Publish your story on a fan fiction site!

The world of anime

Anime is Japanese-style animation, which has spawned its own world with homemade anime films and cosplay. In your club, you can make anime-animations, discuss all things anime, dress up as anime characters, and dramatise scenes from famous anime films with others who are also interested in the genre.

Into the ether

The purpose of the club is to produce a radio programme. The programme can include interviews and the music of the school band. It can be produced in collaboration with the local radio station, from which it can be easily broadcast. Another option is to produce the programme and make it available on the school website or to broadcast it weekly at the school assembly.

GLOSSARY OF TERMS

Advertising

A set of practices and techniques that draw consumer's attention to products or services with the purpose of persuading them to purchase the advertised product or service.

Audience

The group of consumers for whom a media text was produced as well as anyone else who is exposed to the text.

Blog

A website, usually maintained by one person, where he or she posts commentary, descriptions of events, pictures or videos. Other users can leave comments on blog entries, but only the owner can edit the actual blog. Blogs are often referred to as 'online journals'.

Brand

A well-known name or product associated with quality. Usually a logo or symbol is used to differentiate the product from others. Coca-Cola and Nike are typical brands.

Citizenship

A member of a defined community (political, national or social). Citizenship is usually understood to comprise of a set of rights (e.g. voting and access to welfare) and responsibilities (e.g. participation). Active citizenship is a philosophy stating that citizens should work towards the improvement of their community through economic participation, public and volunteer work, and other efforts to improve life for all citizens.

Communication

A process whereby information is packaged, channelled, and imparted by a sender to a receiver via some medium. All forms of communication require a sender, a message and an intended recipient. However, the recipient need not be present or aware of the sender's intent to communicate at the time of communication in order for the act of communication to occur.

Context

A set of facts and circumstances that surround a media text and help determine its interpretation.

Convention

A standard or norm that acts as a rule which governs behaviour in the media context.

Convergence

Refers to the ability to transform different kinds of information, whether voice, sound, image, or text, into digital code, which is then accessible by a range of devices, from personal computer to mobile phone, thus creating a digital communication environment.

Copyright

A set of rights granted to the author or creator of a work, to restrict others' ability to copy, redistribute and reshape the content. Rights are frequently owned by the companies who sponsor the work rather than the creators themselves, and can be bought and sold on the market.

Critical thinking

The ability to examine and analyse information and ideas in order to understand and assess their values and assumptions, rather than simply taking propositions at face value.

Culture

A shared, learned, and symbolic system of values, beliefs and attitudes that shapes and influences perception and behaviour — an abstract 'mental blueprint' or 'mental code'. Can also refer to an integrated pattern of human knowledge, beliefs, and behaviour that depends on the capacity for symbolic thought and social learning.

Curriculum

A set of courses whose content is designed to provide a sequential approach to learning.

Cyberspace

The notional environment in which electronic information exists or is exchanged. A global computer network in which electronic information exists and is exchanged. Cyberspace also stands for the environment of human experiences occurring in computerized networks.

Democracy

A system of government where the people have final authority which they exercise directly or indirectly through their elected agents chosen in free elections. It also implies freedom to exercise choice over decisions affecting the life of the individual and the protection of fundamental rights and freedoms.

Digital divide

The discrepancy in opportunities available to those people who have access to modern information technology, and those who do not; a metaphorical division which separates those citizens who can use new technologies to their own benefit from those who cannot. Digital divide is one of the biggest dangers to the consolidation of a harmonic development of the information society.

Digital learning

Education using electronic tools, e.g. interactive software.

Diversity

Genuine respect for and appreciation of difference; central to the idea of pluralism. Democratic societies or systems protect and value diversity as a human right.

Equality

The concept that suggests that everyone, irrespective of age, gender, religion and ethnicity, is entitled to the same rights. A fundamental principle of the Universal Declaration of Human Rights: "recognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world". The idea of citizenship embraces issues of equality.

Freedom of expression

The freedom to express and exchange views and opinions without fear of threats or punitive action. Freedom of expression is a fundamental human right.

Freedom of information

The right of citizens to access information held by public bodies.

Freedom of speech

The freedom to speak freely without censorship or limitation, or both. The synonymous term freedom of expression is sometimes used to indicate not only freedom of verbal speech, but any act of seeking, receiving, and imparting information or ideas, regardless of the medium.

Freedom of the press

The media in general (not just print media), being free from direct censorship or control by government, does not preclude the application of competition law to prevent monopolies, or state allocation of broadcast frequencies.

Genre

Specific kinds of media content (e.g. entertainment, information, news, advertising, drama, etc.) Each has its own general purpose and design.

Hate speech

Any communication that incites hatred of a defined group of people because of their collective characteristics (ethnicity, gender, sexuality, etc.).

Human rights

A set of entitlements and protections regarded as necessary to protect the dignity and self-worth of a human being. Such rights are usually included in national and international documentation that articulates these rights (e.g. Universal Declaration of Human Rights, the European Convention on Human Rights and the Convention on the Rights of the Child, etc.). Furthermore, the rights of groups or peoples; seeks particularly to protect the poor and/or marginalized groups in society.

ICT

Information and communication technology consists of all technical means used to handle information and facilitate communication, including computer and network hardware as well as the necessary software. In other words, ICT consists of Information Technology as well as telephony, broadcast media, and all types of audio and video processing and transmission.

Information

A broad term that can cover data; knowledge derived from study, experience, or instruction; signals or symbols. One way to define it is "knowledge given to somebody in a form they can understand". In the media world, information is often used to describe knowledge of specific events or situations that has been gathered or received by communication, intelligence, or news reports.

Information age

A period characterised by widespread electronic access to information through the use of computer technology.

Information literacy

Usually understood as a set of competencies (knowledge, skills, and attitudes) for obtaining, understanding, adapting, generating, storing, and presenting information for problem

analysis and decision-making. These are competencies applicable to any learning context, whether in the educational environment, general work/professional environment, or for personal improvement.

Information retrieval

Refers to the seeking of (a particular kind of) information from various sources. Presupposes a knowledge of information sources and a technical skill to use e.g. databases. Usually means a search performed on a computer.

Information seeking

A wider term than 'information retrieval'; refers to all kinds of information search, regardless of the means or media. The collecting of relevant and extensive information from a variety of sources.

Information management

The storage, search, retrieval and updating of information so that it is easily accessible. It is also called information handling. In addition to information search, information management refers to a skill of critically evaluating information and affixing it to the information one already possesses.

Information skills

Ability of users to access and retrieve the information they require.

Information source

Any book, document, database, media or person which provides information.

Internet

A global system of interconnected computer networks that use the standard Internet Protocol Suite (TCP/IP) to serve billions of users worldwide. It is a network that consists of millions of private, public, academic, business and government networks of local to global scope, linked by a broad array of electronic and optical networking technologies.

Journalism

The collecting, writing, editing and presenting of news in newspapers, magazines, radio, and television broadcasts or the Internet.

Knowledge

The fact or condition of having information or of being learned.

Library user education

Training courses which help library users to make a more efficient use of the library.

Life-long learning

Recognizes that life does not 'start' and 'stop' after a programme of instruction within a specific time and space. Each individual is constantly learning, which makes media and information technologies critical for the sustaining of this kind of learning. The development of media and information literacy is not restricted to simply completing a programme, but extends beyond formal educational contexts. It occurs in various settings (workplaces, communal activities, non-formal educational settings, etc.).

Mainstream media

Media disseminated via the largest distribution channels, which are, therefore, representative of what the majority of media consumers are likely to encounter. The term also denotes the media that generally reflect the prevailing currents of thought, influence, or activity.

Marketing

The process by which companies create customer interest in goods or services. Marketing generates the strategy that underlies sales techniques, business communication, and business development.

Mass media

Media designed to be consumed by large audiences using the agencies of technology. Mass media are channels of communication through which messages flow.

Media

Physical devices used for communication, or mass communication through physical devices such as radio, television, computers, film, etc. Also refers to any physical device used in communicating media messages. Media are a source of credible information in which contents are provided through an editorial process determined by journalistic values; therefore, editorial accountability can be attributed to an organization or a legal person. Recently, the term media encompassed the new online media as well.

Media content

The content developed for media and delivered to the audience by media

Media education

A conscious, pedagogic process which aims at developing media literacy skills. It includes protective, creative, and critical perspectives. Media education is typically implemented at schools, but also parents act as media educators for their children.

Media and information literacy

Refers to the essential competencies (knowledge, skills, and attitudes) that allow citizens to engage with media and other information providers effectively and develop critical thinking and life-long learning skills for socializing and becoming active citizens.

Media languages

Conventions, formats, symbols, and narrative structures that indicate the meaning of media messages to an audience. Symbolically, the language of electronic media works in much the same way as grammar works in print media.

Media literacy

Understanding and using mass media in either an assertive or non-assertive way, including an informed and critical understanding of media, the techniques they employ and their effects. Also, the ability to read, analyse, evaluate, and produce communication in a variety of media forms (e.g. television, print, radio, computers, etc.). Moreover, the ability to decode, analyse, evaluate, and produce communication in a variety of forms.

Media text

Media text usually refers to the individual results of media production, both written audio and video (e.g. a TV episode, a book, an issue of a magazine or newspaper, an advertisement, etc.).

Merchandising

Activities aimed at the quick retail sale of goods using bundling, display techniques, free samples, on-the-spot demonstration, pricing, special offers, and other point-of-sale methods.

News

The communication of information about current events by print, broadcast, Internet, or word-of-mouth to a third party or mass audience.

News media

The section of mass media which focuses on presenting current news to the public. Includes print media (e.g. newspapers and magazines), broadcast media (radio and television), and increasingly, Internet-based media (e.g. websites and blogs).

News values

Sometimes called news criteria, they determine how much prominence a news story is given by a media outlet, and the attention it is given by the audience. Some of the most important news values include frequency, unexpectedness, personalization, meaningfulness, and being conflict-generated.

Participation

Participation is at the heart of democracy, with its main aim to ensure that each individual can take their place in society and make contribution to its development. It is an important element of democratic practice and crucial to decision-making processes, considered a cornerstone of basic human rights.

Pluralism (media pluralism)

Characterized by a diversity of media outlets, both in terms of ownership (private, public and community) and types of media (print, radio, television and Internet). More broadly, pluralism in society is characterized by a situation in which members of diverse ethnic, racial, religious or social groups maintain an autonomous participation in and development of their traditional culture or special interests within the confines of a shared civilization.

Popular culture

The totality of ideas, perspectives, attitudes, themes, images, and other phenomena that are preferred by an informal consensus in the mainstream of a given culture, especially Western culture of the early to mid-20th century and the emerging global mainstream of the late 20th and early 21st centuries.

Press

Print media responsible for gathering and publishing news in the form of newspapers or magazines.

Print media

A paper and ink medium, produced in a printing process that is traditionally mechanical.

Production

The process of putting together media content to make a finished media product. It can also refer to the process of creating media texts, as well as the people engaged in this process.

Public service media

Publicly-funded media that are often required to play a role in supporting the public interest by providing balanced and diverse programming that is representative of the community as a whole.

Public library

A library that serves the general public (open to everybody) in a city, town, or village.

Public sphere

The notion of a public space in which members of society can freely exchange news, information, and opinions — a place where individuals meet and exchange views on matters of common concern in public, on the basis of equality and inclusivity. The most influential modern theorist of the public sphere is Jürgen Habermas.

Regulation

Refers to attempts to control or affect the behaviour of media organizations and media actors by developing and enforcing rules and codes for their behaviour.

Relationship with media

An on-going process, in which an individual recognises, analyses, and re-signifies media contents over and over again. An all-encompassing or a community way of looking at media contents and cultures.

Representation

Processes by which a constructed media text stands for, symbolizes, describes, or represents people, places, events, or ideas that are real and exist outside the text. It can also mean the relationship between actual places, people, events and ideas, and media content.

Self-regulation

Rules imposed by political or economic actors on themselves. For media, self-regulation implies respecting codes of ethics and codes of practice without interference from any governing source or institution.

Social media

Online environments and services, which are based on interactive communication and maintaining interpersonal relationships, creating and sharing user-generated content, and developing services by employing users' input. Typical social media network services are content sharing services (Wikipedia), social networking services (Facebook) and discussion forums.

Social networking

Online activity of people having common interests. Social network activity includes people publishing profiles that provide information about themselves and other forms of self-expression. Facebook, LinkedIn and Twitter are examples of popular social networks.

Software

The programmes and data that instruct a computer on how to handle data or operations of various kinds. Examples range from office software that produces and manipulates data to software that controls the shaping and editing of images.

Stereotypes

A common form of representation that uses instantly recognized characteristics to label members of a social or cultural group. It can have both negative and positive connotations.

Technology

Hardware used to create and communicate with media (e.g. radios, computers, telephones, satellites, printing presses, etc.).

User-generated content (UGC)

Also known as consumer-generated media, UGC refers to various kinds of publicly-available media contents that can be produced by the users of digital media. Consumers of content can also produce content.

Wiki

Open online encyclopedia produced collaboratively that can be edited by anyone. Websites using wiki software often have multiple interlinked pages and content including commentary, description of events, documents, etc.

REFERENCES

Alanen, V. & Tuominen, S. (2010). Kerho käyntiin. Tukioppilas mediakerhon apuohjaajana. [Let's Have a Club! Peer supporters as club assistants] Mannerheimin Lastensuojeluliitto ja Kerhokeskus.

Association of College and Research Libraries (ACRL) (1998). Information Literacy Standards for Student Learning. Standards and Indicators. Available at: http://www.ala.org/ala//mgrps/divs/aasl/aaslarchive/pubsarchive/informationpower/InformationLiteracyStandards_final.pdf.

Association of College and Research Libraries (ACRL) (2000). Information Literacy Competency Standards for Higher Education. Available at: http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/standards.pdf.

American Association of School Libraries (AASL) (2007). Standadrds for the 21-st Century Learner. Available at: http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf.

Association of College and Research Libraries (ACRL) (2011). Information Literacy Standards for Teacher Education. Available at: http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/ilstandards_te.pdf.

American Library Association (ALA) (1989). Presidential Committee on Information Literacy: Final Report. Available at: http://www.ala.org/acrl/publications/whitepapers/presidential/.

Andretta, S. (2005). Information Literacy: a Practitioner's guide. Oxford: Chandos Publishing.

Bates, M. J. (ed.) (2009). Information. Encyclopedia of Library and Information Sciences. Third Edition. Taylor & Francis Group.

Bruce, C. S. (ed.) (2003). Information literacy. Ways of seeing information literacy. In Feather, J. & Sturges, P. International Encyclopedia of Information and Library Science. Taylor & Francis Group.

Bruce, C. (1997). Seven Faces of Information Literacy. Adelaide: Auslib Press.

Bundy, A. (2004). Australian and New Zealand Information Literacy Framework — principles, standards and practise. Adelaide: Australian and New Zealand Institute of Information Literacy (ANZIIL). Available at: http://akoaotearoa.ac.nz/community/ako-aotearoa-suggested-resources/resources/pages/australian-and-new-zealand-information-li.

Burke , A. & Hammett R. (2009). Assessing New Literacies. Perspectives from the Classroom. New York, Peter Lang.

Burn, A. & Durran, J. (2007). Media Literacy in School. Practice, Production and Profession. London: Paul Chapman Publishing.

Carlsson, U. (ed.) (2010). Children and Youth in the Digital Media Culture. Gothenburg: NORDICOM.

Casacuberta, D. (ed.) (2007). Informational literacy. Encyclopedia of Digital Government. Section: Social Issues, Category: Digital Divide and E-Inclusion.

Catts, R. & Lau, J. (2008). Towards Information Literacy Indicators. Paris: UNESCOnesco. Available at: http://www.uis.unesco.org/Library/Documents/wp08_InfoLit_en.pdf.

Celot, P.(toim.) (2009). Study on Assessment Criteria for Media Literacy Levels. A comprehensive view of the concept of media literacy and an understanding of how media literacy level in Europe should be assessed. Bryssel: EAVI.

Commission of the European Communities (2005). Proposal for a recommendation of the European Parliament and of the Council on key competences for lifelong learning. Brussels: COM (2005) 548 final. Available at: http://ec.europa.eu/education/policies/2010/doc/keyrec_en.pdf.

Egenfeldt-Nielsen, S. (2006). "Overview of research on the educational use of video games." idunn.no — tidsskrifter på nett, Nordic Journal of Digital Literacy. 2006, Nor 03. Available at:

http://www.idunn.no/ts/dk/2006/03/overview_of_research_on_the_educationaluseof_video_games?languageId=2.

Fairclough, N. (1997). Miten media puhuu. Tampere: Vastapaino.

Fiske, J. (1992). Merkkien kieli. Johdatus viestinnän tutkimiseen. Tampere:Vastapaino.

Francke, H., Sundin, O. & Limberg, L. (2011). Debating credibility: the shaping of information literacies in upper secondary school. Journal of Documentation. Volume 67, Issue 4.

Frau-Meigs, D. and Torrent, J. (eds.) (2009). Mapping Media Education Policies in the World: Visions, Programmes and Challenges, New York: United Nations, Alliance of Civilizations & UNESCO & European Commission & Grupo Communicar. Available at http://unesdoc.unesco.org/images/0018/001819/181917e.pdf.

Fredriksson, M., Hirvonen, A., Hollanti, P., Kaasalainen, E., Kiviranta, M., Mikkola, H., Paasio, K., Penkkimäki, A., Perttula, S., Pörtfors, P., Rissanen, K. & Ylätalo, P. (2006). Kompassi: tiedonhallinnan perusteet. Tampere: Suomen Virtuaaliammattikorkeakoulu. Available at http://www.amk.fi/opintojaksot/030903/1136829497016/1137662354349/1137662532312/1137664490444.html.

Herkman, J. (2005). Kaupallisen television ja iltapäivälehtien avoliitto. Median markkinoituminen ja televisioituminen. Tampere: Vastapaino.

Kangas, S. (ed.) (2011). Digital pioneers. Tracing the cultural drivers of future media culture. Nuorisotutkimusverkosto / Nuorisotutkimusseura. Verkkojulkaisuja 49. Available at: http://www.nuorisotutkimusseura.fi/julkaisuja/digitalpioneers.pdf.

Katz, I. (2007). Testing Information Literacy in Digital Environments: ETS's iSkills Assesment. Information Technology and Libraries. Volume 26, Issue 3.

Kotilainen, S. & Rantala, L. (2009). From seekers to activists: Characteristics of youth civic identities in relation to media, Information, Communication & Society 12:5, 658-677.

Kotilainen, S. & Arnolds-Granlund, S-B. (eds.) (2010). Media Literacy and Education: Nordic Perspectives. Gothenburg: Nordicom & Finnish Society in Media Education.

Kotilainen, S., Suoninen, A., Hirsjärvi, I., Kolomainen, S. (2011). "Youngsters' Expressions of Responsible Citizenship through Media Diaries", in Feilitzen, C., Carlsson, U. & Bucht, C. (eds.) New Questions, New Insights, New Approaches. Contributions to the Research Forum at the Worlds Summit on Media for Children and Youth 2010. Yearbook 2011, 213-225. Gothenburg: The International Clearinghouse on Children, Youth and Media at Nordicom.

Kotilainen, S. and Kupiainen, R. (2012). Viestintä- ja mediataidot [Communication and Media Skills] In Niemi, Eero K. (ed.) Aihekokonaisuuksien tavoitteiden toteutumisen seuranta- arviointi 2010. [A follow-up study on the implementation of cross-curricular themes] Helsinki: National Board of Education, Finland.

Kuhlthau, C. (2004). Seeking meaning : a process approach to library and information services. Westport, CT: Libraries Unlimited.

Kuhlthau, C., Maniotes, L. & Caspari, A. (2007). Guided inquiry: learning in the 21st century. Westport, CT: Libraries Unlimited.

Laakkonen, M. (2010). "Muutakin tekemistä kuin lainaamista": tutkimus kahdeksas-luokkalaisten mielipiteistä Vaasan kaupunginkirjaston palveluista. Seinäjoen ammattikorkeakoulu. Kirjasto- ja tietopalvelun koulutusohjelma. Opinnäytetyö. Available at: http://publications.theseus.fi/bitstream/handle/10024/6728/Laakkonen_Marjo.pdf?sequence=3.

Lapset ja nuoret mediaosallistujina. Osallistumista tukevan mediakasvatuksen toimintaohjelma. (2011). [Children and young people as participators in media. A program for participatory media education.] Opetushallituksen raportit ja selvitykset 2011:28. [National Board of Education]. Available at: http://www.oph.fi/julkaisut/2011/lapset_ja_nuoret_mediaosallistujina.

Lundvall, A., Kangas, S. & Sintonen, S. (2008). Lasten ja nuorten mediamaailma pähkinänkuoressa. Liikenne- ja viestintäministeriö / Lasten ja nuorten mediafoorumi.

Lundvall, A. & Tuominen, S. (2011). "Mediakasvatusta verkkonuorisotyössä." In Timonen, P., Merikivi, J. ja Tuuttila, L. (ed.) Verkkoperustaisen nuorisotyön käsikirja. Nuorisotutkimusseura ja HUMAK.

Mediataitojen oppimispolku perusopetuksessa. (2011). Kerhokeskus — Koulutyön tuki ry & Opetus- ja kulttuuriministeriö. Available at http://www.kerhokeskus.fi/easydata/customers/kerhokeskus/files/etusivu/mediataitojen_oppimispolku_netti.pdf.

Multicultural Communities: Guideline to Library Services. (2009). The International Federation of Library Associations and Institutions (IFLA). 3rd edition. Available at http://www.ifla.org/files/library-services-to-multicultural-populations/publications/multicultural-communities-en.pdf.

Mustonen, A. (2001). Mediapsykologia. Helsinki: WSOY.

National Forum on Information Literacy (NFIL). Information Literacy Skills. Available at http://infolit.org/?page_id=1088.

Perez-Tornero, J.M. & Pi, M. (2011). "A New Horizon. Media Literacy Assesment and Children in Europe." In Von Feilitzen, C., Carlsson, U. & Bucht, C. (eds.) New Questions, New Insights, New Approaches. Contributions to the Research Forum at the Worlds Summit on Media for Children and Youth 2010. Yearbook 2011., 69-82. Gothenburg: The International Clearinghouse on Children, Youth and Media at Nordicom.

Perez-Tornero, J.M. & Varis, T. (2010). Media Literacy and New Humanism. Moscow: UNESCO. Available at http://iite.unesco.org/pics/publications/en/files/3214678.pdf.

Pivec, M. (2007). "Editorial: Play and learn: potentials of game-based learning." British Journal of Educational Technology. Volume 38, Issue 3.

Prensky, M. (2001). "Digital Natives, Digital Immigrants Part I." On the Horizon, Volume 9 Issue 5.

Primary, Secondary and Tertiary Sources. (2006). University Libraries, University of Maryland. Available at: http://www.lib.umd.edu/guides/primary-sources.html#tertiary.

Ruusunen, A. (2002). Media muuttuu: viestintä savitauluista kotisivuihin. Helsinki: Gaudeamus.

Salokoski, T. & Mustonen, A. (2007). Median vaikutukset lapsiin ja nuoriin — katsaus tutkimuksiin sekä kansainvälisiin mediakasvatuksen ja — säätelyn käytäntöihin. Helsinki: Mediakasvatusseura ry. Mediakasvatusseuran julkaisuja 2/2007. Available at http://www.mediakasvatus.fi/publications/ISBN978-952-99964-2-1.pdf.

Schommer, M. (1990). "Effects of Beliefs about the Nature of Knowledge on Comprehension." Journal of Educational Psychology. Volume 82, Issue 3.

SCONUL. (2011). The SCONUL Seven Pillars of Information Literacy. Core Model for Higher Education. Available at: http://www.sconul.ac.uk/groups/information_literacy/publications/coremodel.pdf.

Susi, T., Johannesson, M. & Backlund, P. (2007). Serious Games — An Overview. Technical Report HS- IKI -TR-07-001. School of Humanities and Informatics, University of Skövde, Sweden. Available at: http://www.autzones.com/din6000/textes/semaine12/SusiEtAl%282005%29.pdf.

The big blue — information skills for students. Final report. (2002). Manchester Metropolitan University and the University of Leeds. Available at: http://www.library.mmu.ac.uk/bigblue/pdf/finalreportful.pdf.

Tuominen, S. & Kotilainen, S. (2012). Median maailma. [The World of Media] Opetushallitus. Available at: http://www10.edu.fi/lukiodiplomi/media/#1.

Wilson, C., Grizzle, A., Tuazon, R., Akyempong, K. & Cheung, C-K. (2011). Media and Information Literacy. Curriculum for Teachers. UNESCO. Available at: http://unesdoc.unesco.org/images/0019/001929/192971e.pdf.

Photo credits

**Pedagogies of Media
and Information Literacies**

UNESCO has been actively involved in developing foundations for media and information literacy to assist Member States in pursuing the achievement of the objectives of the Grünwald Declaration (1982), the Alexandria Declaration (2005) and the UNESCO Paris Agenda (2007) related to MIL.

The UNESCO Institute for Information Technologies in Education commissioned this Handbook, which is intended to become a useful tool that would equip teacher training institutions and facilitate teaching media and information on literacy both in pre-service and in-service teacher training, to the Finnish Society on Media Education. The aim of this Handbook is to help teachers to enhance their media and information literacy and encourage them to take up media education in the classroom. The main target group is teachers of secondary school who are either in training or in service. The Handbook provides teachers with basic knowledge on media and information literacy, and the way these skills can be taught.

The Finnish Society on Media Education (www.mediaeducation.fi – FSME), founded in 2005 by Finnish researchers and practitioners within media education, is an association operating nation-wide in two main languages (Finnish and Swedish). The society and its activities are funded by the Ministry of Education and Culture. The aim of FSME activities is to support and develop the field of research and practices concerning media education, contribute to the public debate and provide opportunities to share media educational experiences online and offline. It has about 200 personal members from all over the country (teachers, early childhood pedagogues, social workers and librarians). In 2012, FSME joined nearly 50 community members, among them are film centres, youth centres, culture centres, associations and companies.