

Training Fiche Template

Title	MEDIA LITERACY
Keywords	Media literacy, information, data, digital content, technology
Language	English
Organization	Learning for Integration, Finland
Description	Media literacy is related to promote citizenship and democracy, fostering audiovisual heritage, encouraging development of cultural identity, empowerment of people and protecting copyright issues, and this definition covers various media communication forms, platforms, and types of content such as television, radio, film, etc.
Topics/Sections	Introduction UNIT 1 Section 1. Information and Media literacy Section 1.1 Defining literacy and media Section 1.2 Clarifying the notion and media literacy Section 1.3 Understanding better media literacy UNIT 2 Section 2 Why is media literacy important Section 2.1. How to promote media literacy Section 2.2 Media literacy in school Section 2.3 Media literacy for students and professionals UNIT 3 Section 3. Media literacy guidelines and toolkits Conclusion
Competence area	1. Information and Data Literacy Competences <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Browsing, Searching and filtering data, information and digital content 2. Communication and Collaboration Competences <input type="checkbox"/> Engaging Citizenship through digital technologies <input type="checkbox"/> Interacting with digital technologies for entertainment and culture 3. Digital content creation Competences <input type="checkbox"/> Developing digital content 4. Safety Competences <input type="checkbox"/> Protecting the environment

- Preventing and recognize fake news
- Protecting health and well-being

5. Problem Solving

Competences

- Creatively using Digital Technologies

1. Information and Data Literacy - Media Literacy

Browsing, Searching and filtering data, information and digital content

The diagram illustrates the Information and Data Literacy Competence Area, 2022. It is structured into three dimensions:

- DIMENSION 1 - COMPETENCE AREA: 1. INFORMATION AND DATA LITERACY**
 - DIMENSION 2 - COMPETENCE: 1.1 BROWSING, SEARCHING AND FILTERING DATA, INFORMATION AND DIGITAL CONTENT**
 - To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them. To create and update personal search strategies.
- DIMENSION 3 - PROFICIENCY LEVEL**

Level	Description	Key Competencies
1 (Basic level with guidance)	At basic level and with guidance, I can:	<ul style="list-style-type: none"> identify my information needs, find data, information and content through a simple search in digital environments, find how to access these data, information and content and navigate between them, identify simple personal search strategies.
2 (Basic level with autonomy)	At basic level and with autonomy and appropriate guidance where needed, I can:	<ul style="list-style-type: none"> identify my information needs, find data, information and content through a simple search in digital environments, find how to access these data, information and content and navigate between them, identify simple personal search strategies.
3 (Intermediate)	On my own and solving straightforward problems, I can:	<ul style="list-style-type: none"> perform well-defined and routine searches to find data, information and content in digital environments, explain how to access them and navigate between them, explain well-defined and routine personal search strategies.
4 (Intermediate)	Independently, according to my own needs, and solving well-defined and non-routine problems, I can:	<ul style="list-style-type: none"> illustrate information needs, organise the searches of data, information and content in digital environments, describe how to access these data, information and content, and navigate between them, organise personal search strategies.
5 (Advanced)	As well as guiding others, I can:	<ul style="list-style-type: none"> respond to information needs, apply searches to obtain data, information and content in digital environments, show how to access these data, information and content and navigate between them, propose personal search strategies.
6 (Advanced)	At advanced level, according to my own needs and those of others, and in complex contexts, I can:	<ul style="list-style-type: none"> access information needs, adapt my searching strategy to find the most appropriate data, information and content in digital environments, explain how to access these most appropriate data, information and content and navigate among them, vary personal search strategies.
7 (Highly specialised)	At highly specialised level, I can:	<ul style="list-style-type: none"> create solutions to complex problems with limited definition that are related to browsing, searching and filtering of data, information and digital content, integrate my knowledge to contribute to professional practice and knowledge and guide others in browsing, searching and filtering data, information and digital content.
8 (Highly specialised)	At the most advanced and specialised level, I can:	<ul style="list-style-type: none"> create solutions to solve complex problems with many interacting factors that are related to browsing, searching and filtering data, information and digital content, propose new ideas and proposals to the field.

Picture 1. Information and Data Literacy Competence area, 2022

Objectives/ Goals/ Learning outcomes

The main objectives and learning outcomes of the module based on the UNESCO framework (UNESCO, DigComp2.2., 2022) are as follows:

- to enable people to browse, search and filter information, data and digital content
- to enable people to articulate information needs and data in digital content
- to deepen the understanding of the role and functions of media literacy
- to enable access and navigate information in the digital environment
- to enable people to create, explain and update personal search strategies
- to enable people to develop digital competence to support their chances and employability

Contents arranged in 3 levels

Module name: Media literacy

Unit 1: Introduction to media literacy

1.2. Defining literacy and media

Literacy is critical to economic development as well as individual and community well-being. Economy is enhanced when learners have higher literacy views. (source: Literacy Together, 2022). However, media literacy is the ability to browse, search, analyze, create and act as a media literate person in all media communication by having a critical attitude towards the consumed content.

1.4. Understanding media literacy better

The Media Information Literacy week was held at the United Nations in order to promote media literacy awareness where the concept of media literacy and how to develop media literacy skills was discussed. Please watch the following video:

Video 1. Media and Information Literate Citizens: Think Critically, Click Wisely, UN, 2021. <https://www.youtube.com/watch?v=bjYhmTC3lrc>

Unit 2. Why is media literacy important?

Media literacy is important in particular today because due to the constant and rapid development of media and technology, people consume vast amounts of all kinds of media, including social media and mass media.

Therefore, in order to understand and become better consumers of various media, it is crucial to develop further critical thinking skills. This means, for example, having a critical and unassuming attitude when facing a media text, image, visual or audio message, a video and so forth. It is important to consider questions such as:

- Is the source reliable? Are they unbiased / unaffiliated?
- Are there other sources that verify the same content?
- Is the content created from a certain point of view / for a certain purpose?

The importance of media literacy was discussed at the United Nations campaigns as mentioned earlier.

Please see video 2. The importance of media literacy, 2020.

Video 2. The importance of the media literacy, 2020.

<https://www.youtube.com/watch?v=k7EcJldj1hQ>

According to the conference held in 2020 by the European Commission on the topic of "Media Literacy on Digital Age",

"The global dependence on online connectivity during the crisis highlights the central role of media literacy and digital literacy in contemporary societies."

As was already discussed, media literacy and the role of media and being digitally literate is vital nowadays and the topic has raised many questions and discussion, after the Covid-19 pandemic in particular, when people were facing challenges on various information. There was an interesting discussion at the session held with the topic on "Media Literacy on the Digital Age", where various experts discussed the following questions:

- How can societies become better informed? What tools do we have to guarantee the trustworthiness of information available for the Europeans?
- How can EU citizens become more resilient against disinformation and its temptations to make quick, possibly irrational conclusions?
- What has media literacy learned from COVID-19 crisis? How to retain that wisdom?
- What are the next steps for media literacy, building on this experience, from the angles of academia, media literacy practitioners, member states, fact checkers?

The audience had the opportunity to hear examples about ongoing media literacy projects funded by the European Union. There have also been many other events and discussion on the media literacy topic as well as many documents, reports and publications. For example, UNESCO has prepared various papers, journals and organised annual campaigns and initiatives on raising awareness to citizens on media literacy topics. We will have the opportunity to see them more closely in the following sections.

2.1. How to promote media literacy?

Video 3. What does UNESCO do to promote media literacy?

<https://www.youtube.com/watch?v=jNylupj7OGA>

As we have seen from video 3. prepared by UNESCO, the leading organization promoting media and information literacy, creates various initiatives across the globe, for example the Global Media Information Literacy Week, discussing various documents and other resources and publications, curriculum for teachers and learners, multimedia teaching resources, tools, MOOC platforms and other resources (UNESCO 2021).

According to UNESCO:

"the public is disempowered in the face of opportunities and threats and each individual needs to be equipped with media and information literacy competences to understand the stakes and to contribute to and benefit from information and communication opportunities" (UNESCO, 2021).

2.2 Media literacy in schools

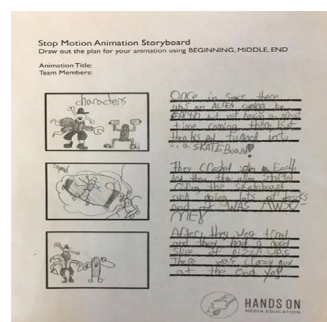
Media literacy is the ability to use, understand, analyse and produce media, according to a Canadian organisation called "Hands on Media Education":

"By creating iPad animation, the creator learns important digital skills, such as photography, video production, editing, recording, music and sound effect."

Furthermore, understanding media literacy and digital media requires crucial skills, and this is how they develop various concepts on animation, offer workshops and teach their students to become digital citizens of all ages and how to engage with digital tools and become active creators of media.

Please see below pictures of the workshop where children were learning to create animation on a story board:

Picture 3. Stop motion animation board, and Picture 4. Final product on animation on storyboard.



2.3. Media literacy for students and professionals

A number of designers and educators from the Montana Science Center created and designed an educational experience lab called STEAM that refers to: science, technology, engineering, arts and mathematics (British Council, 2022). The STEAM lab which is a makerspace style, it encourages creative play for students and focuses on digital concepts and in understanding of science and technology concepts. In addition, the STEAM allows its users, such as professionals as well as students of all ages, to use various digital and technological opportunities. For example, using analogue experiences to create inclusive digital learning environments, designing 3D objects by LEGO as well as other tools to crafting from the tangible to the digital world. (British Council, 2022).

According to the guidelines of UNESCO for media and information literacy, a media and information literate teacher

- is capable of understanding information and media messages from different information sources
- is able to evaluate and use that understanding appropriately to solve problems
- has acquired basic library skills
- is capable of maximizing the use of documentary resources for learning and information sharing
- understands and appreciates the functions of society of media and other providers such as: libraries, museums, archives, as well as educational and research institutions.

Teachers and professionals should therefore develop solid skills in information literacy, digital skills for problem-solving and decision-making in educational contexts, and also library skills and understand the relation between them. Having the skills will provide them opportunities for life-long learning through information access and ensuring them continued participation in an active intellectual and professional life.

Unit 3. Media literacy guidelines and toolkits

In this section we will focus more on the Media and Information Literacy curriculum prepared and suggested by UNESCO. The main idea lies in raising awareness and providing detailed information to digital citizens on how to become media literate in the digital world of vast information and technological opportunities that are evolving continuously. This involves the following:

- how to browse, search and filter information, data and digital content
- how to analyse, compare, interpret and critically evaluate the credibility of sources of data, information and digital content

This leads to being able to:

- articulate information needs
- search for data information and content in digital environments
- access them and to navigate between them, and
- create and update personal search strategies.

Further,

being media literate means to be skilled learners,

for example,

learning how to recognize information needs effectively and efficiently, organizing and retrieving information and then being able to use, apply and to communicate the information for a specific problem-solving or decision-making"
(UNESCO, 2008).

This module will conclude with a quiz to test your media literacy knowledge. There are also various toolkits, guidelines and quizzes available online that are offered to test and teach media literacy skills.

Please see the following quizzes and test your skills:

<https://www.alldigitalweek.eu/stay-connected-digital-toolkit/>

<http://unesco.mil-for-teachers.unaoc.org/wp-content/uploads/FET-1-Intro.pdf>

CONCLUSION

To conclude, media literacy enables people of all ages to be media literate and develop their critical-thinking skills when searching, browsing, creating and acting in all forms of media communication. Yet, media and information literacy is a set

	<p>of competences that enable people to maximize advantages and minimize threats and harms when using online content. In addition, it covers the competences that enable people of all ages to critically and effectively engage with: communications content, the institutions that facilitate content, as well as use of digital technologies. Further, media and information literacy empowers people to think critically about information and use of digital tools. It helps people to be informed and make choices regarding how they participate in equality, freedom of expression, peace building as well as sustainable development.</p>
<p>Glossary</p>	<p>Media literacy Being media literate refers to a set of competences that enable people to be critical towards the media content and maximize advantages and minimize threats and harms of consuming media of all kinds</p> <p>Critical thinking Examining and analysing all media sources with scepticism, not taking any content for granted but trying to find the correct information among all the media content</p>
<p>Practical advices</p>	<p>Media literacy enable people of all ages to be media literate and develop their critical thinking skills when searching, browsing, creating and acting in all forms of media communication.</p>
<p>Self-evaluation (multiple choice queries and answers)</p>	<p>1. What is media and information literacy?</p> <p>a) the ability to read as many sources of information as possible b) the ability to browse, analyze, create and use social media effectively c) the ability to browse, search, analyze, create and act as media literate individual in all media communication</p> <p>2. Why is media literacy important?</p> <p>a) to be a media literate and critically aware media consumer b) to be a critically aware consumer of culture c) to be an important and critical media consumer</p> <p>3. What does STEAM mean?</p> <p>a) Science, technology, energy, art and media b) Science, technology, engineering, art and mathematics c) Science, technology, energy, art and makerspace</p> <p>4. Watch Video 1. What is the correct option?</p> <p>a) Media and information empowers people to think about information and use of various digital tools in social media. b) Media and information empowers people to think critically about information and use of digital tools.</p>

	c) Media and information enable only students to think critically about information and use of digital tools.
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