Media and Information Literacy: Towards New Teaching-Learning Competencies

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Outline of the Presentation

- Why Media and Information Literacy?
- MIL as the new Literacy Ecosystem
- The MIL Curriculum for Teachers
- Examples of MIL Teaching-Learning Activities
- Integrating MIL in Philippine Basic Education
A Mediated World We Have Become

Communication media now dominate almost every aspect of our lives – education, employment or livelihood, social relationship, political participation, and entertainment.

“Media and information are increasingly usurping roles once played by family, community, religion and formal education… (they are) also shaping values and norms, molding attitudes and behavior, and influencing the very process of living”
Media will become more omnipresent or ubiquitous with the unending introduction of new media.

What happens on the Internet in ONE SECOND?
One Second on the Internet

www.internetlivestats.com/one-second/

Twitter:
10,174 tweets

Instagram:
2,719 photos uploaded

YouTube:
108,489 videos viewed

Tumblr:
2,244 posts
One Second on the Internet
www.internetlivestats.com/one-second/

1,881 calls

50,786 searches

2,429,999 emails

80,039 GB of Internet traffic
In Search of New Literacy Ecosystem

In today’s Knowledge Society, it is no longer sufficient for people to only learn reading, writing and arithmetic.

Broader concepts and aspects of literacy have evolved in response to the demands of the times.

Literacy is at present recognized to be a plural and dynamic concept.
There is no single notion of literacy as a skill which people possess or not, but multiple literacies. We all engage in learning new literacies at different stages of our lives.....The concept of ‘situated literacies’ draws attention to how the social, cultural and political context shapes the ways in which people acquire and use literacy.
MIL provides the competencies needed by every individual to seek and enjoy or practice the rights and freedoms enshrined in Article 19 of the UN Declaration of Human Rights.

“Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.”
The Alexandria Declaration of 2005 places MIL at the core of lifelong learning. It recognizes how MIL “empowers people to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals.”
Unifying Notions of Media and Information Literacy

The traditional mindset is we need media literacy to “protect” media consumers from (deliberate and non-deliberate) negative impacts of mass media. The need to make each one a more “discerning” media consumer.
Media convergence – we are now experiencing a common delivery and access platforms. Our “traditional” mass media are now being accessed in new media channels – computers, 3G/4G mobiles, and tablets or androids.

Operational expediency – advocating or “selling” the concept of MIL to stakeholders in the educational system can be easier than selling its component parts.
“MIL is defined as a set of competencies that empowers citizens to access, retrieve, understand, evaluate and use, create, as well as share information and media content in all formats, using various tools, in a critical, ethical and effective way, in order to participate and engage in personal, professional and societal activities.”

UNESCO. Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies (2013)
What is media literacy?

- Understand the role and functions of media in democratic societies
- Understand the conditions under which media can fulfill their functions
- Critically evaluate media content in the light of media functions
- Engage with media for self-expression and democratic participation
- Review skills (including ICTs) needed to produce user-generated content
What is information literacy?

- Define and articulate information needs
- Locate and access information
- Assess information
- Organize information
- Make ethical use of information
- Communicate information
- Use ICT skills for information processing
The UNESCO MIL Curriculum for Teachers

MIL provides knowledge on three aspects:

• The functions of mass media, internet, libraries, archives, museums, etc. in democratic societies

• The conditions under which media and information providers can effectively function
The UNESCO MIL Curriculum for Teachers

• How to evaluate the performances of these functions by assessing the content and processes of media and other information sources
  ➢ Equip citizens with critical thinking skills to DEMAND high quality programs and services
  ➢ Equip citizens with competencies for self-expression (giving citizens a voice)
Three key interrelated thematic areas of the UNESCO MIL curriculum is framed:

• Knowledge and Understanding of Media and Information for Democratic Discourses and Social Participation

• Evaluation of Media and Information

• Production and Use of Media and Information
Knowledge and Understanding of Media and Information for Democratic Discourses and Social Participation

To develop a critical understanding of how media and information can enhance the ability to engage with media and use libraries, archives, and other information providers as tools for freedom of expression, pluralism, intercultural dialogue and tolerance.
Evaluation of Media and Information

• Capacity of teachers and students to evaluate sources and access information

• Knowledge of actions that need to be taken when systems deviate from expected roles

• Knowledge and understanding of how media content and other information are produced, how information systems can be evaluated and how media and information can be used for different purposes
• Media and information representation and the ways by which diversity and plurality are being addressed in both local and global media

• Capacity to evaluate how students interpret media messages and information from a variety of sources
What do you see?
Charlie Hebdo Controversy

- The front cover of 14 January 2015 edition, with a cartoon in the same style as 3 November 2011 cover, uses the phrase "Je Suis Charlie". ("All is forgiven.")

"How I created the Charlie Hebdo magazine cover: cartoonist Luz’s statement in full". The Telegraph
“How we are seen determines in part how we are treated: how we treat others is based on how we see them; such seeing comes from representation.”

- Richard Dyer, The Matter of Images
Media and Information Production and Use

- Competencies to engage with media and information platforms to meaningfully communicate and self-express
- Knowledge of media ethics and info ethics
- Ability to select, adapt and/or develop media and information literacy materials and tools for a given set of instructional objectives and student learning needs
Media and Information Production and Use

- Media production and use to foster a student-centered pedagogy; providing students an avenue to engage in **learning by doing** through production of text and images.

- User-generated content as a dominant attraction for new and traditional media alike.
MIL is no longer limited to teaching ABOUT media; it is also teaching and learning THROUGH media.

The advent of new technologies has facilitated a constructivist, learner-centered setting including collaborative learning and game-based learning.
• Collaborative learning enables an individual to work with another person (a co-learner or a teacher) or a group in creating or contextualizing content and in communicating or sharing existing content.

• Research shows that mutual exploration, group problem solving, and collective meaning-making produces better learning outcomes (*Macrowikinomics* (2010)).
• Collaboration teaches a new work ethic emphasizing values of cooperation and participation

• Collaborative learning brings back to our attention the importance of “C” in ICT.
Game-based learning using non-digital, digital but non-collaborative, and collaborative digital games.

What makes games engaging and appealing to players at all ages and gender: goal-oriented, problem-solving-oriented, collaborative, emphasizes subject mastery, skills-building, etc.

See Darfur is Dying (www.darfurisdying.com)

PeaceMaker (http://www.peacemakergame.com/) “Play it and you will never read the news the same way again.”

Fun and Learn (https://www.wfp.org/students-and-teachers/students/fun-and-learn)

The Mosquito Game (http://www.nobelprize.org/educational/medicine/malaria/)
Core Teacher MIL Competencies

**MIL Competency 1:** Understanding the Role of Media and Information in Democracy

**MIL Competency 2:** Understanding Media Content and its Uses

**MIL Competency 3:** Accessing Information Effectively and Efficiently

**MIL Competency 4:** Critically Evaluating Information and Information Sources
MIL Competency 5: Applying New and Traditional Media Formats

MIL Competency 6: Situating the Socio-cultural Context of Media Content

MIL Competency 7: Promoting MIL among Students and Managing Required Changes
MIL Learning Modules for Teachers

Module 1:  Introduction: Citizenship - Freedom of Expression and Information, Democratic Discourse and Life-long Learning

Module 2:  Understanding the News and Citizenship

Module 3:  Representation in Media and Information
Module 4: Languages in Media and Information
Module 5: Advertising
Module 6: New and Traditional Media
Module 7: Information and Library Skills
Module 8: Internet Opportunities and Challenges
Languages in the Media

Language of Television

• Technical Language

  Framing – sound, camera distance, lens choice, camera angles, types of shots, lighting

Types of Shots

  ECU – extreme close up of the eyes/face: aggression, discomfort

  CU – close up of head: intimacy

  ES – establishing shot: establishing locale
Languages in the Media

Camera Angles
Written – title, credits
Symbolic Language
Language, dress, actions (performance) of characters, and use of iconic symbols.
Examples of Conventions of Newspapers

- Headline is the most significant news
- Most important news stories are located at the front page
- Sports articles are often at the back page
- There is an editorial and letters to the editor

The Language of Newspapers

- News is written using the inverted pyramid (newspaper language)
- Newspaper stories should be popularly written and appeal to people of many ages
Module 9: Making the Link: Media and Information Literacy, Communication, Pedagogy and Learning How to Learn: (Capstone Module)

The non-core modules and non-core units are the following:

Module 10: Audience

Module 11: Media and the Global Village
Non-core units are also included in the following modules:

Module 3:
Unit 5 - Digital Editing and Computer Retouching

Module 4:
Unit 4 - Camera Shots and Angles Conveying Meaning

Module 5:
Unit 5 - Transnational Advertising and ‘Superbrands’
Camera Shots and Angles Conveying Meaning

Camera Angles

Low angle: camera is looking up – subject looks large – creates an impression of power

High angle: camera is looking down – subject appears small – creates an impression of weakness

Normal or straight angle – camera is looking from eye level at the subject- subject looks equal to the viewer
Pedagogies in the Teaching-Learning of MIL

- Issue-enquiry Approach
- Problem-based learning
- Scientific Enquiry
- Case Study
- Cooperative Learning
- Textual Analysis
- Contextual Analysis
- Simulations
- Production
• *Information, Media and Technology (IMT)* is one of the four 21\textsuperscript{st} century skills envisioned in the K to 12 basic education curriculum

• The three other skills are (a) Learning and Innovation Skills; (b) **Effective Communication skills**; and (c) Life and Career skills.
• IMT skills include visual and information literacies, media literacy, basic technological literacies and multicultural literacy and global awareness.

• *Effective communication skills* cover teaming, collaboration and interpersonal skills; personal, social and civic responsibility and interactive communication.
• *Media and Information Literacy (MIL)* is one of the core subjects for Senior High School (SHS)
• *MIL* introduces learners to a basic understanding of media and information as channels of communication and tools for the development of individuals and societies. It aims to develop students to be creative and critical thinkers as well as responsible users and producers of media and information
Maraming salamat po!
Photo credits:

"How I created the Charlie Hebdo magazine cover: cartoonist Luz’s statement in full". The Telegraph. 13 January 2015.