



Developing Media Literacy Education Curriculum and Pedagogy for Adolescents

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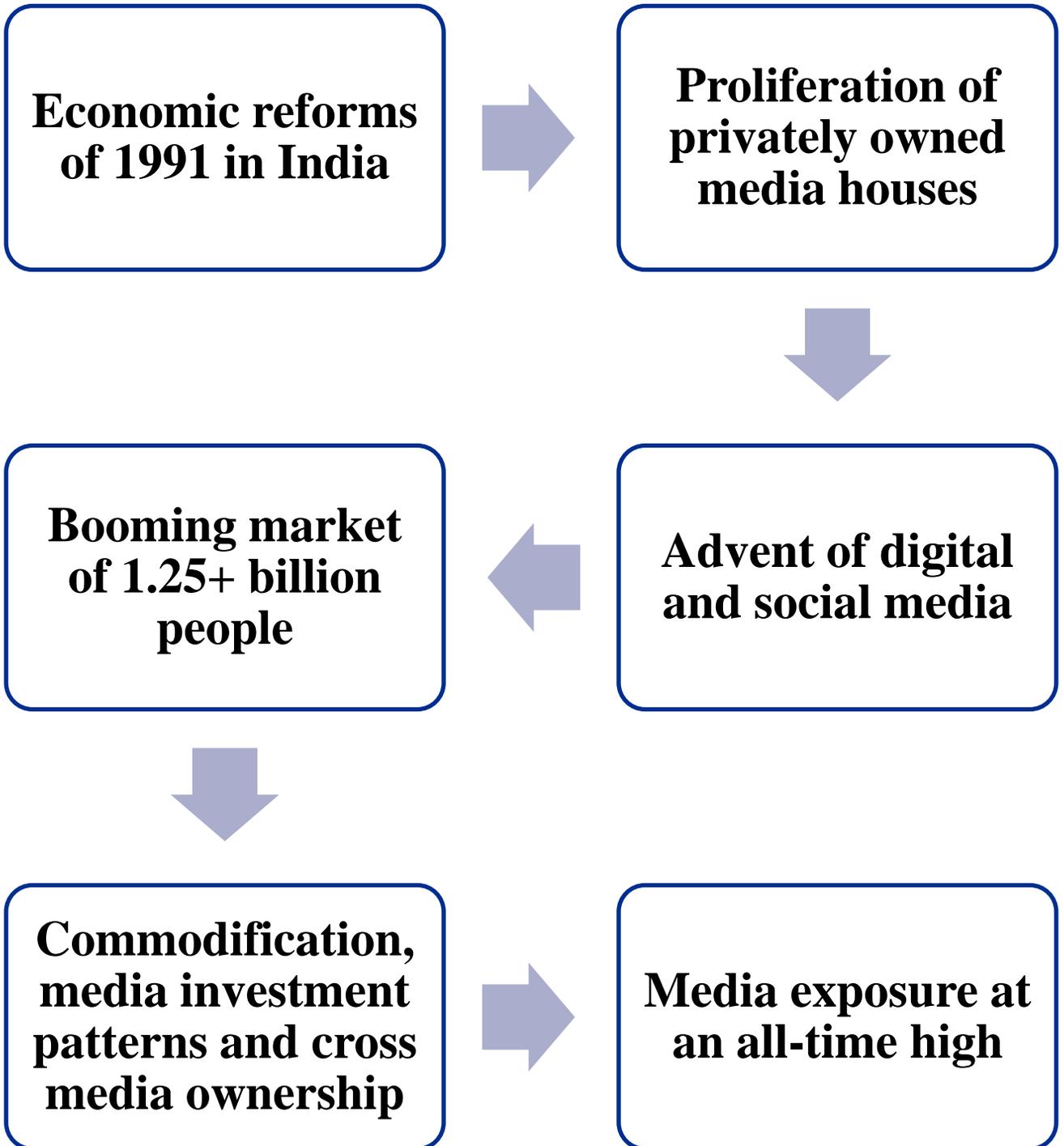
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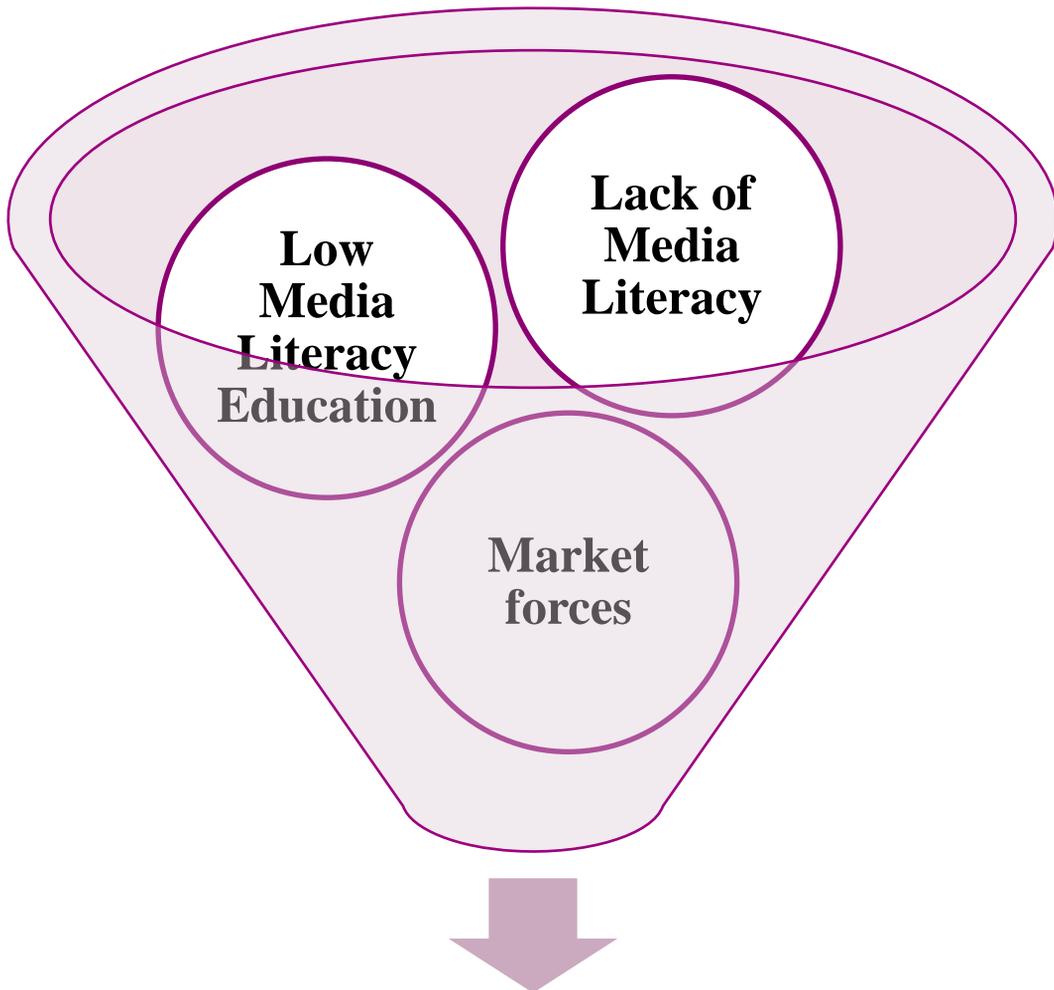
Abstract

Exposure to media and information is at an all-time high. We are **not media literate**, nor have solid media education in India. Media and information literacy is still in a nascent stage in India. **Adolescents** are extremely **street-smart** and use an extensive amount of media in their daily lives. Unfortunately, **skill** development for media usage is mostly **below average** or average and that is not enough to guide children in making better choices and be aware of the media effects that their current choices have on them. Hence, media literacy and **media literacy education** are extremely **necessary** and need to be taken up as a national issue. ***This study aims to develop a curriculum for media literacy education for adolescents and investigate its impact through mixed methods research.*** Several researchers and academicians have championed the cause over time, but the country is still far behind in implementation. The government's **media club initiative** seems but a step towards children learning basic skills for media production like that of a school newspaper. Media literacy skills are much more complex than that. Several students have benefitted from learning to voice their opinions through comics, street plays, documentaries and other audio-visual production. But this was focused solely in **some parts of the country**, for instance, in Delhi which is the capital of India. Another point of contention is the **fatigue** that has set in, in the media club initiative. The webpage has not been updated since 2013. **Data** on the media club initiative which was launched in 2009-10 **is sparse**. A focused approach is needed to ensure children in India become media literate and that is what this study is a step towards.

Introduction

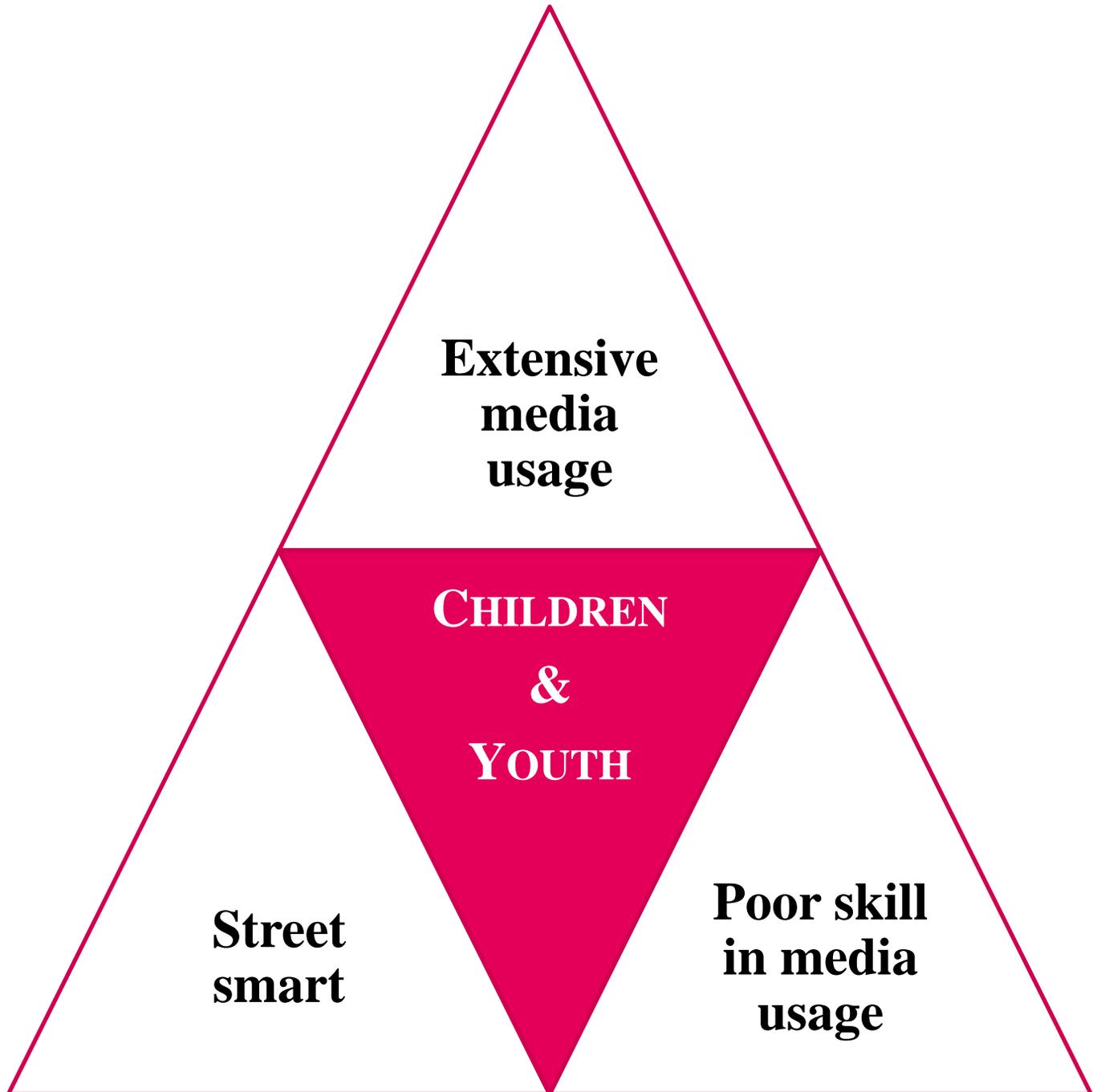


Introduction



**Marginalisation of the
MLE movement**

Introduction





Objectives

- To develop a **curriculum** for **media literacy education** for **adolescents**
- To design **pedagogy (methods and tools)** to impart media literacy education
- To investigate the **impact** of media literacy education on the participants



Research questions

- What could be the appropriate **curriculum** to impart media literacy education to adolescents?
- What could be the best **pedagogy** (methods and tools) for this purpose?
- What is the **relationship** between media literacy education and students' media literacy levels?



Hypothesis

*Development of a curriculum
and pedagogy to impart media
literacy education to
adolescents to enable them to
become more media literate.*

Literature

Children and Media

- Children today have access to different media from a very young age... they are naturally adept at consuming media which were hitherto inaccessible or incomprehensible to many adults (Khan, 2008).
- ...children are a distinct, heterogeneous cultural group and a sizeable market segment. They are being much more intensively targeted by commercial interests. Media increasingly offer children an experience of autonomy and freedom and also a sense that they, and not adults, are in charge (Livingstone and Bovill, 2001; Buckingham, 2008).
- Khan (2008) writes, "The gap between young people's experiences outside school and their experience in the classroom has widened. While the social and cultural experiences of young people have been dramatically transformed over the past fifty years, schools have not always kept pace with change."



Literature

Media Literacy

- Media literacy is the ability to access, analyze, evaluate and communicate messages in a wide variety of forms. It emphasizes the skills of analyzing, evaluating and creating media and technology messages that make use of language, moving images, music, sound effects and other techniques (Aufderheide, 1993; Hobbs and Frost, 2003).
- Silverstone in his 2004 paper says that media literacy is a prerequisite for full participation in late modern society, involving as it does the critical skills of analysis and appreciation of the social dynamics and social centrality of media as framing the cultures of the everyday.

Literature

Media Literacy Education

- Media literacy education provides a framework and pedagogy for the new literacy needed for living, working and citizenship in the 21st century. Moreover it paves the way to mastering the skills required for lifelong learning in a constantly changing world (Thoman and Jolls, 2005).
- The importance of strengthening young people in their role as media consumers is recognized. Media literacy means understanding how mass media work, how they construct reality and produce meaning, how the media are organized, and knowing how to use them wisely. And media education aims to spread this very competency. Uncovering the many levels of meaning in a media message and the multiple answers to even basic questions is what makes media education so engaging for kids and so enlightening for adults (Jacquinot-Delaunay, et al, 2008; Thoman and Jolls, 2005).

Literature

ML and MLE in India

- ML and MLE in India began receiving government attention only in the 2000s. The National Curriculum Framework (NCF) proposed in 2005 that education in India should be connected with knowledge to life outside school which led to introduction of a course on media studies for secondary students. The Central Institute of Educational Technology (CIET) helped in creating Media Clubs in schools to promote ML in India in 2009-2010 (Central Institute of Educational Technology, 2013).
- State level bodies implement and execute ML and MLE activities at lower levels. For instance the Gujarat Institute of Educational Technology, Education Department, Government of Gujarat produces television programmes for teachers and children of 6-14 years of age (Gujarat Institute of Educational Technology, 2010). However, implementation could be better as programmes are broadcast when children are unavailable as they are in school, studying at the time.



Method

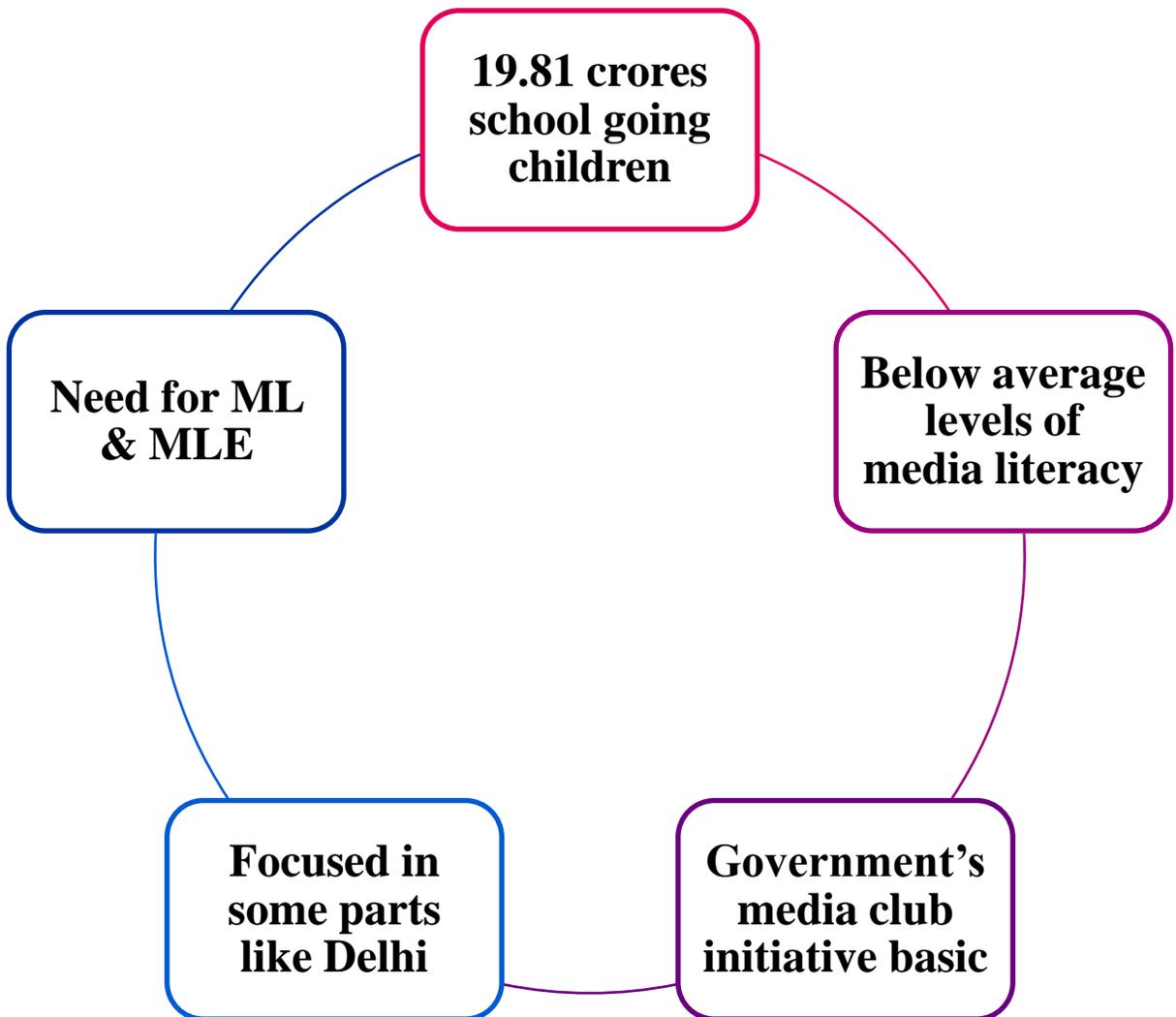
- Mixed methods
 - Secondary research for existing curricula and pedagogy
 - Primary research
 - In-depth interviews with ten practitioners and experts
 - Impact assessment of 400 students in the age group of 12-14 years (possible design: Solomon four-group test)



Method

- Secondary data to be tabulated and categorised
- Primary data:
 - Interviews to be transcribed and analysed using framework analysis
 - Information from impact assessment to be entered in relevant software and treated statistically

Conclusion



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