

TEENAGERS' MEDIA LITERACY AND THEIR DISPOSITIONS TOWARD AUTONOMY : SELF-LEARNING READINESS, EMPOWERMENT, COMMITMENT AND ACCOUNTABILITY

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INTERNATIONAL RESEARCH PROJECT

This project is the Belgian part of an **international collaboration between the Wallonia-Brussels Federation, Quebec, France and Switzerland**, focusing on the study of media literacy, traditionally defined as the ability to access media, to understand and critically evaluate media contents, and to create media messages in a variety of contexts.

SOCIETAL ISSUE

School disengaged from social inequalities reduction, its new paradigm is social integration, emphasizing individual's responsibility.

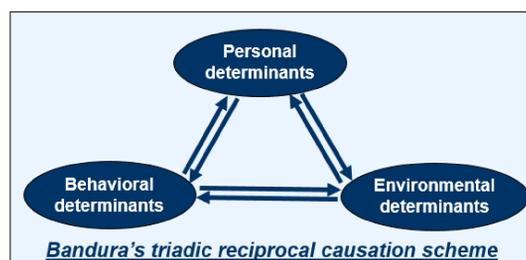


New assignments risk to increase social inequalities reproduction and knowledge gap if educational devices do not adapt to the different students' dispositions.

RESEARCH QUESTIONS, CONCEPTUAL FRAMEWORK AND METHOD

SOCIO-CONSTRUCTIVIST PARADIGM

This research major interest is to understand the processes built and mobilized to produce a performance (visible part of a competency). That implies that we do not look at competencies as innate (natural dispositions), and we are not only interested in the performance product (behaviorist approach), but we postulate that competencies and dispositions are acquired. They depend on a variety of factors on which individuals can also infer (see theory of limited agentivity: Evans, 2015). In this research, we mobilize dispositionalist sociology (Lahire) and sociocognitive psychology (Bandura) through an ecological approach (Bronfenbrenner).

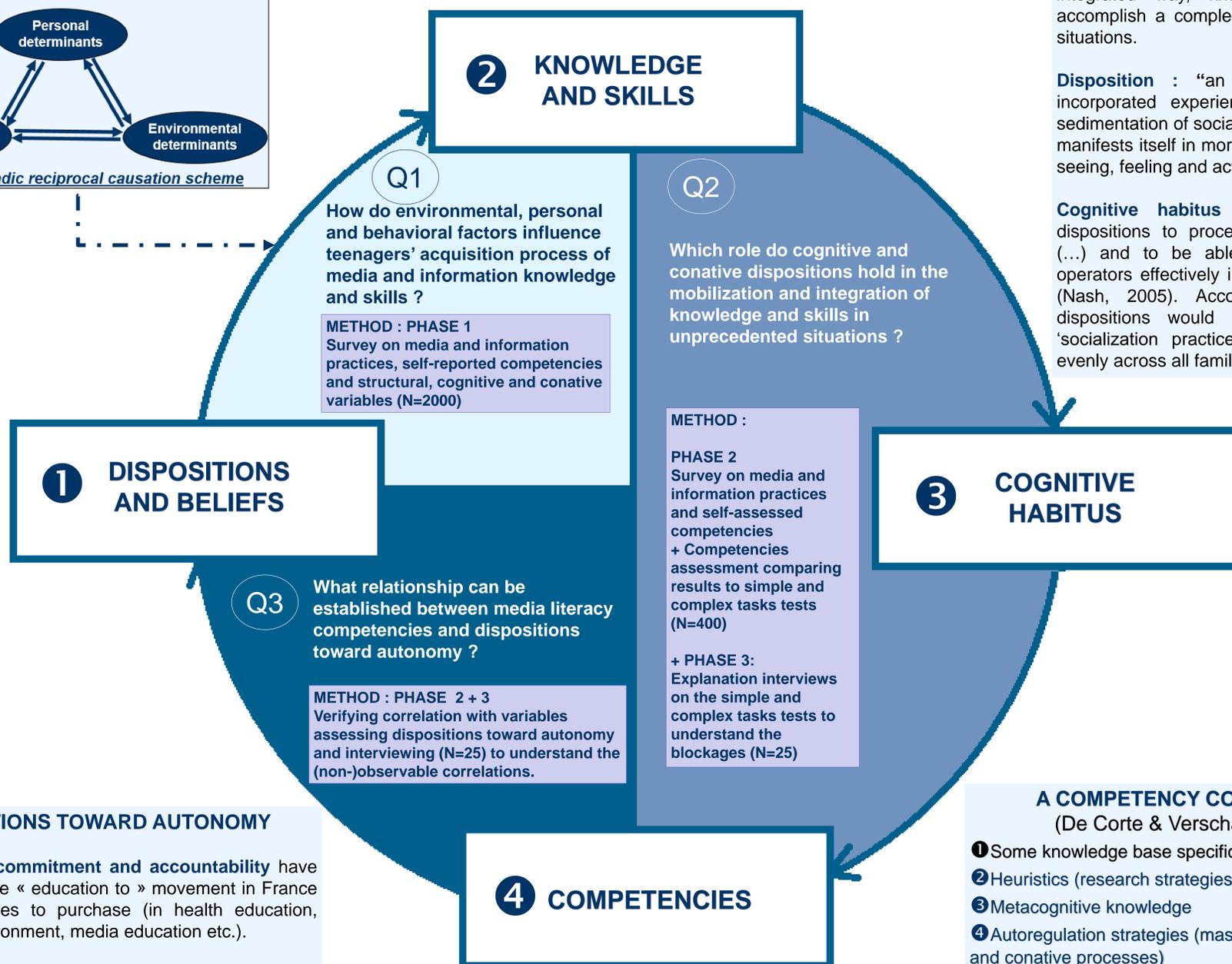


DEFINITIONS

Competency : capacity to mobilize, in an integrated way, knowledge and skills to accomplish a complex task in unprecedented situations.

Disposition : “an individual heritage of incorporated experiences which is built by sedimentation of socializing experiences and manifests itself in more or less durable ways of seeing, feeling and acting” (Lahire, 2013).

Cognitive habitus : “a set of mental dispositions to process symbolic information (...) and to be able to use these mental operators effectively in appropriate conditions” (Nash, 2005). According to Nash, these dispositions would result from specialized 'socialization practices that do not develop evenly across all family environments.



DISPOSITIONS TOWARD AUTONOMY

Empowerment, commitment and accountability have been raised by the « education to » movement in France as main objectives to purchase (in health education, education to environment, media education etc.).

Self-directed learning readiness has been enlightened by lifelong training researchers to promote what they call « apprenance », understood as a set of durable dispositions in favor of learning practice in all situations, formal or informal, in an experiential or didactic way, self-directed or not, intentional or fortuitous » (Carré, 2005).

A COMPETENCY COMPOSITION (De Corte & Verschaffel, 2008)

- ① Some knowledge base specific to the field
- ② Heuristics (research strategies in problem situation)
- ③ Metacognitive knowledge
- ④ Autoregulation strategies (mastering their cognitive and conative processes)
- ⑤ Beliefs associated with media and information:
 - ① On oneself relatively to media and information : related to personal orientation toward an aim, to the task's value judgement, to control and to personal self-efficacy
 - ② On the social context in which media and information take place
 - ③ On media and information themselves

EXPECTED RESULTS

- 1) Contribute to a **theory of competency** which will not only identify the components of competency but will explain why competency contains these elements.
- 2) Modelize the **interrelation between media literacy and dispositions toward autonomy**. This should give more legitimacy to media literacy if media literacy does contribute to the emergence of autonomy willingness.
- 3) Identify **blockings from skills to competencies** to help all teenagers to go beyond their limits adapting teaching to their dispositions and helping them to develop dispositions toward autonomy.