

Media Education

(Mediaobrazovanie)

Journal of history, theory and practice of media literacy education

The journal publishes the scientific articles, concerning the results of research in the field of media education.

The articles are accepted only in English. The Editorial Board welcomes articles from all researchers. This is an open access journal.

The journal does not have article processing charges (APCs) and article submission charges.

The journal allows the author(s) to hold the copyright and retain publishing rights without restrictions. When using the materials in non-commercial purposes the link to the organization is required. The commercial use is prohibited.

Founded 2005.

Frequency - 4 issues per year (Quarterly)

e-ISSN 1994-4195

ISSN: 1994-4160

Double-blind peer-reviewed journal

Journal Mission

The journal's mission is to promote innovative, creative, and unconventional ways to investigate and resolve issues in media education literacy & media culture and to familiarize the public with the findings of research into issues in this areas, trends and regular patterns in its development from the perspective.

Journal Aims

The journal aims to facilitate shaping a novel, broader view of issues in media education literacy, enhancing the caliber of Humanities research through active use of best world practices, and integrating the achievements of various sciences and knowledge areas with unconventional approaches.

It seeks to familiarize specialists and all interested readers with the latest achievements of scholars from various media literacy education and media culture areas, facilitate the development of interinstitutional and international scholarly partnership in the frame of relevant scholarly issues, and boost the scholarly ethics and publication activity of young researchers.

The journal publishes scholarly articles that introduce innovative approaches to resolving issues in media education literacy & media culture from the perspective of various areas, scholarly paradigms and methodological approaches, as well as peer reviews of scholarly and research-and-methodology publications and surveys of scholarly activities on these issues in the English language.

Among the qualities that set our journal apart is its consistent ability to present the reader with a variety of theoretical and empirical data and feature the latest methodological approaches to resolving current issues in education, as well as its continued focus on the diversity of opinions, researcher stances, worldview concepts, and interdisciplinary approaches to resolving issues in media education literacy & media culture.

This work is licensed under CC BY-NC-SA



Founders: UNESCO Moscow Office, Russian Association for Film and Media Education, ICO "Information for All", Anton Chekhov Taganrog Institute.

Editor: [Academic Publishing House Researcher s.r.o.](#)

Postal Address: 1367/4, Stara Vajnorska str., Bratislava - Nove Mesto, Slovakia, 831 04

Contact information:

Editor in Chief – Alexander Fedorov

Journal e-mail address: tina5@rambler.ru

Executive Editor – Sergey Nikitin

Editorial Board

Editor in Chief

 [Fedorov Alexander](#) – Rostov State University of Economics, Russian Federation

Deputy Editor-in-Chief

 [Szijártó Imre](#) – Eszterházy Károly Főiskola, Eger, Hungary

Ben Bachmair, Kassel University, Germany, University of London, UK.

Oleg Baranov, Tver State University, Tver, Russia.

Elena Bondarenko, Russian Institute of Cinematography (VGIK), Moscow, Russia.

David Buckingham, Loughborough University, UK.

Emma Camarero, Universidad Loyola Andalucía, Spain.

Irina Chelysheva, Anton Chekhov Taganrog Institute, Taganrog, Russia.

Alexei Demidov, ICO “Information for All”, Moscow, Russia.

Svetlana Gudilina, Russian Academy of Education, Moscow, Russia.

Tessa Jolls, Center for Media Literacy, USA.

Nikolai Khilko, Omsk State University, Omsk, Russia.

Natalia Kirillova, Ural State University, Yekaterinburg, Russia.

Sergei Korkonosenko, St. Petersburg State University, St. Petersburg, Russia.

Alexander Korochensky, Belgorod State University, Belgorod, Russia.

W. James Potter, University of California at Santa Barbara, USA.

Robyn Quin, Curtin University, Bentley, WA, Australia.

Alexander Sharikov, The Higher School of Economics, Moscow, Russia.

Vladimir Sobkin, Sociology Research Center, Moscow, Russia.

Kathleen Tyner, The University of Texas at Austin, USA.

Svetlana Urazova, Academy of Media Industry, Moscow, Russia.

Elena Vartanova, Moscow State University, Moscow, Russia.

Peer-reviewing

Peer-review policy

General information

Criteria for publication

‘Media Education’ journal receives many more submissions than it can publish. Therefore, we ask peer-reviewers to keep in mind that every paper that is accepted means that another good paper must be rejected. To be published in the journal, a paper should meet four general criteria:

- Provide strong evidence for its conclusions.
- Be novel.
- Be of extreme importance to scientists in a specific field.
- Ideally, interesting to researchers in other related disciplines.

In general, to be acceptable a paper should represent an advance in understanding likely to influence thinking in a field. There should be a discernible reason as to why the work deserves the visibility of publication in the *‘Media Education’* journal.

The review process

All submitted manuscripts are read by the editorial staff. To save time for authors and peer-reviewers, only those papers that seem most likely to meet our editorial criteria are sent for formal review. Those papers judged by the editors to be of insufficient general interest or otherwise inappropriate are rejected promptly without external review (although these decisions may be based on informal advice from specialists in the field).

Manuscripts judged to be of potential interest to our readership are sent for formal review, typically to two reviewers. The editors then make a decision based on the reviewers' advice.

Selecting peer-reviewers

Reviewer selection is critical to the publication process, and we base our choice on many factors, including expertise, reputation, specific recommendations and our own previous experience of a reviewer's characteristics. For instance, we avoid using people who are slow, careless, or do not provide reasoning for their views, whether harsh or lenient.

We check with potential reviewers before sending them manuscripts to review. Reviewers should bear in mind that these messages contain confidential information, which should be treated as such.

Writing the review

The primary purpose for the review is to provide the editors with the information needed to reach a decision. The review should also instruct the authors as to how they can strengthen their paper to the point where it may be acceptable. As far as possible, a negative review should explain to the authors the weaknesses of their manuscript, so that rejected authors can understand the basis for the decision and see in broad terms what needs to be done to improve the manuscript. This is secondary to the other functions, however, and referees should not feel obliged to provide detailed, constructive advice to the authors of papers that do not meet the criteria for the journal (as outlined in the letter from the editor when asking for the review). If the reviewer believes that a manuscript would not be suitable for publication, his/her report to the author should be as brief as is consistent with enabling the author to understand the reason for the decision.

Anonymity

We do not release reviewers' identities to authors or to other reviewers, except when reviewers specifically ask to be identified. Unless they feel so strongly, however, we prefer that reviewers should remain anonymous throughout the review process and beyond.

Peer-review publication policies

All contributions submitted to the “*Media Education*” journal that are selected for peer-review are sent to two or more - independent reviewers, selected by the editors. Authors are welcome to suggest suitable independent reviewers and may also request that the journal excludes one or two individuals or laboratories. The journal sympathetically considers such requests and usually honors them, but the editor's decision on the choice of referees is final.

Ethics and security

“*Media Education*” journal editors may seek advice about submitted papers not only from technical reviewers but also on any aspect of a paper that raises concerns. These may include, for example, ethical issues or issues of access to data or materials. Very occasionally, concerns may also relate to the implications to society of publishing a paper, including threats to security. In such circumstances, advice will usually be sought simultaneously with the technical peer-review process. As in all publishing decisions, the ultimate decision as to whether to publish is the responsibility of the editor of the journal concerned.

Indexing

Journal is indexed by:

Web of Science – [Emerging Sources Citation Index](#) (ESCI):

Thomson Reuters Master Journal List: MEDIAOBRAZOVANIE-MEDIA EDUCATION

<http://science.thomsonreuters.com/cgi-bin/jrnlst/jlresults.cgi?PC=MASTER&Word=mediaobrazovanie>

European Reference Index for the Humanities

(ERIH PLUS): <https://dbh.nsd.uib.no/publiseringsskanaler/erihplus/periodical/info?id=486300>

VAK: <http://vak.ed.gov.ru/87>

OAJI: Open Academics Journals Index <http://oaji.net/journal-detail.html?number=2113>

MIAR: Information Matrix for the Analysis of Journals <http://miar.ub.edu/issn/1994-4195> (IF 7.5).

Global Serial Directory UlrichsWeb: <http://www.ulrichsweb.com/ulrichsweb/>

Russian Scientific Citations Index http://elibrary.ru/title_about.asp?id=32086,

Cyberleninka: <http://cyberleninka.ru/journal/n/mediaobrazovanie#>

Resource portal UN Alliance of Civilizations Media Literacy Education Clearinghouse:

<http://www.aocmedialiteracy.org>

Publishing Ethics

Ethical standards for publication exist to ensure high-quality scientific publications, public trust in scientific findings, and that people receive credit for their ideas. It is important to avoid:

- **Data fabrication and falsification:**

Data fabrication means that the researcher did not actually perform the study but instead made up data. Data falsification means that the researcher did the experiment, but then changed some of the data. Both of these practices make people distrust scientists. If the public is mistrustful of science, then it will be less willing to provide funding support.

- **Plagiarism:**

Taking the ideas and work of others without giving them credit is unfair and dishonest. Copying even from one sentence from someone else's manuscript, or even one of your own that has previously been published, without proper citation is considered plagiarism—use your own words instead.

- **Multiple submissions:**

It is unethical to submit the same manuscript to more than one journal at the same time. Doing this wastes the time of editors and peer reviewers, and can damage the reputation of journals if published in more than one.

- **Redundant publications (or 'salami' publications):**

This means publishing many very similar manuscripts based on the same experiment. It can make readers less likely to pay attention to your manuscripts.

- **Improper author contribution or attribution:**

All of the listed authors must have made a significant scientific contribution to the research in the manuscript and have approved all its claims. Do not forget to list everyone who made a significant scientific contribution, including students and laboratory technicians.

Instructions for Authors

Authors, regarding Manuscript Submission

1. Manuscript Submission

- 1.1. According to the requirements listed below, the author(s) should submit the manuscript (English language only) accompanied by cover documents. **We accept the articles from no more than 4 authors.**
- 1.2. A manuscript and cover documents should be submitted in electronic format.
- 1.3. Cover documents accompanying the manuscript submission should include all of the authors' names and affiliations.

2. Preparation of Manuscripts

- 2.1. Authors should submit manuscripts to the editorial office in accordance with the manuscript format requirements, listed in Annex 1.
- 2.2. Manuscripts should conform to the structure, outlined in Annex 2 (Authors' full names, place of employment, positions, academic degree, academic rank, title, abstract and keywords in English, e-mail address).
- 2.3. The bibliographic list should appear at the end of a manuscript.
- 2.4. Submitted manuscripts undergo review.
- 2.5. After getting a positive review, the Editorial Board will inform authors that their manuscript has been accepted for publication and what changes or supplements should be made according to the reviewers' and editors' comments. If a manuscript is not accepted for publication, the Editorial Board will send the author the reason for refusal.
- 2.6. Authors are responsible for the reliability of any facts, quotations, statistical and sociological data, proper and geographical names and other statements made in their work. The Editorial Board reserves the right to edit all manuscripts. The Editorial Board can publish manuscripts without sharing the author's point of view (further discussed).
- 2.7. A maximum two articles by one author can be published in one issue.
- 2.8. Free online issues of the journal, abstracts, keywords, and authors' names and details in English are available online on the journal's official site.

3. Submitting Manuscripts to the Journal: An electronic version of the manuscript and scanned cover documents (jpeg format) should be submitted by e-mail tina5@rambler.ru. Dear authors, in order to save your time, please observe the manuscript format requirements.

Annex 1

Manuscript Format Guidelines.

Manuscripts should be submitted by e-mail tina5@rambler.ru and should have the following format: · Manuscript length limit is 10 - 24 A4-size pages. · Page margins: all margins set to 2cm. · All submitted material must be in a Microsoft Word format. · A manuscript must be typewritten **with 1.0 line spacing using Times New Roman and 12 pt font size**. · Avoid adding bold or italics in your manuscript. · Indent the first line of each paragraph 1 cm. · If you need to insert any complicated formulas then it is best to use Microsoft Equation 3.0, included in Microsoft Word · Center formulas in columns without indentation, use parenthesis for their serial numbers and place them in the column (on the page) using right page alignment. A single formula should not be numbered. No extra space should be put between formulas and text. · References to formulas in the body of the text should be placed in parentheses (1), references to literary sources should be placed in brackets (1). · **The bibliographic list (10 pt)** should be placed at the end of a manuscript in the **alphabet order**. A manuscript should include Universal Decimal Classification, the title, the authors' full names, academic or professional affiliation, position, the name of the organization, an **abstract (0.5 pages, 200 words)** and keywords (**10 words**), and e-mail address. Guidelines for Graphics: · Vector pictures should be in Corel Draw 11.0 or in MS Office 97, 98, 2000 or 2007. · Place graphs, pictures and photos into the body of the text after their first mention in the most suitable way. · Legends (14pt, body type) should be placed: - below the pictures, at the center of the page after the word pic. with a serial number (14pt, body type); - above the table using right page alignment, after the word Table with a serial number (14pt, body type). A single picture or table should not be numbered.

Annex 2

Manuscript Structure: Classification of Occupation and its code, Universal Decimal Classification <http://teacode.com/online/udc/>, TITLE, author's full name, author's details: organization, city, country, place of study/ employment, year of study/position, academic degree, academic rank, business/home address (in English), e-mail address, abstract in 0.5 page, 200 words, keywords – up to 10 words. Manuscript. Footnotes.

We welcome manuscripts from PhD or Doctoral degree students.

Example

Media Literacy Competence

Ben N. Oldman ^{a, *}

^aGreen University, Brazil
Green place, Ber, 119991.

* Corresponding author

E-mail addresses: oldman@green.edu (B.N. Oldman)

Abstract. 200 words

Keywords: 10 words

1. Introduction

Media competency is the result, as anticipated, of the convergence of the audio-visual concepts, communication media competency, digital competency, informational competency, and audiovisual competency, among others all (**Buckingham, 2007: 43-45**). ...

2. Materials and methods

The main sources for writing this article became the materials of the journal publications and archives. The study used the basic methods of cognition: the problem-chronological, historical and situational, systemic and the comparative method. Author's arguments are based

on problem-chronological approach. The use of historical and situational method allows to reproduce assessment approach to the problem of the media literacy education. Comparative method defines the difference in views on actual international media literacy situation. A systematic method does achieve a variety of disciplines accessible and comparable, as present is determined by the past and the future - by the present and the past.

3. Discussion

The Digital Competence Framework for Citizens, known also as DigComp (Kluzer, Rissola, 2015: 2-4), was published in 2013 by the European Commission as ...

4. Results

5. Conclusions

References

Buckingham, 2007 – Buckingham, D. (2007). Digital Media Literacies: rethinking media education in the age of the Internet. *Research in Comparative and International Education*, 2(1): 43-55.

Celot, Pérez Tornero, 2009 – Celot, P., Pérez Tornero, J.M. (2009). *Study on Assessment Criteria for Media Literacy Levels*. Brussels: EC.

Kluzer, Rissola, 2015 – Kluzer, S, Rissola, G. (2015). *Guidelines on adoption of DIGCOMP*. Brussel: European Commission.

Livingstone, 2008 – Livingstone, S. (2008). Taking risky opportunities in youthful content creation: teenagers' use of social networking sites for intimacy, privacy and self-expression. *New Media and Society*, 10(3): 393-411.

Lok et al., 2009 – Lok, S., Lot, P., Tor, M. (2009). Social networking. *Media Education*, 3: 93-112.

.....

Topics:

media education, media literacy, media culture, media studies, film studies, media competence.

This is an open access journal which means that all content is freely available without charge to the user or his/her institution. Users are allowed to read, download, copy, distribute, print, search, or link to the full texts of the articles, or use them for any other lawful purpose, without asking prior permission from the publisher or the author. This is in accordance with the BOAI definition of open access.