International Journal of Media and Information Literacy 2016-2017, free full texts

Emma Camarero, David Varona
Life Story as a Research Technique for Evaluating Formation Processes in Media Literacy for Social Change. Approaching a Case of Success of the Educational Project "Training, Education and Innovation in Audiovisual Media to Raise Awareness of Hunger in Ni

crossref

Abstract:
Life story has been repeatedly resorted as a research technique in the field of social sciences. The data provided of life stories in the context of the assessment of how learning in media literacy could serve to improve the living condition of an individual, are especially interesting. This paper presents a first scientific approach to study of a success story in media literacy through education project "Training, education and innovation in audiovisual media to raise awareness of hunger in Nicaragua (Nica Project)". It shows how narrative knowledge is created and constructed through the story Oduber Guevara – one of young people without resources who has participated in this formation- tells about his lived and trained experiences, and explores the concept of 'narrative knowing' (Bruner, 1986). Information provided by his live story has been completed with other investigative techniques, which add data about the relevance, appropriateness and necessity to creation of a model of media literacy focused on social change in order to promote empowerment and employability in poor communities.

URL: http://ejournal46.com/journals_n/1472720862.pdf

Alexander Fedorov
The Image of the White Movement in the Western Feature Cinema (1931–2016)

crossref

Abstract:
This article gives the way for hermeneutic analysis of the topic of the White movement in the mirror of the Western cinema (1931–2016). The hermeneutical analysis suggests media text comprehension through comparison with historical, cultural tradition and reality; penetration of its logic; through comparison of media images in historical and cultural context by combining historical, hermeneutical analysis of the structural, plot, ethical, ideological, iconographic / visual, media stereotypes and analysis of media text characters. An analysis of this kind of media texts, in our opinion, is particularly important for media literacy education of future historians, culture and art historians, sociologists, psychologists and educators. Thus, the comparative analysis of plot schemes, characters, and ideology of the Western feature films of 1931–2016, in varying degrees of affecting the subject of the White movement, leads to the conclusion about the essential similarity of their media stereotypes. Content analysis of screen media texts of 1931–2016 on the topic related to the White movement allows generally to submit their basic narrative schemes. As for the film of CIS countries, here is, as before, the history of the civil war in Russia, probably will be somewhere in the periphery of the repertoire.

URL: http://ejournal46.com/journals_n/1472720892.pdf

Dana Petranova, Norbert Vrabec
Age as a Factor in Evaluation of Media Literacy Levels in Slovakia

crossref

Abstract:
Evaluating media literacy levels in Europe involves a full range of socio-demographic indicators. These include age, gender, highest attained level of education, place of residence where the respondent lives, income level and others. Each of these indicators has a specific influence on the level of media literacy. The objective is to investigate the age of respondents as we consider it one of the most important indicators applied in media literacy research. This article is based data from Slovakia generated in a study named Media Literacy of the Adult Population in Slovakia conducted from 2014 to 2015. This representative study was conducted on a sample of 2815 respondents ranging in age from 16 to 83. The article focuses on selected segments of the research data involving statistical age testing as an important socio-demographic indicator of the level of media literacy in the adult population in Slovakia. The results of the study focused on the level of media literacy of the adult population in Slovakia showed the most significant differences involve age differences. Differences were found across the individual age groups involving traditional and new media, as well as user skills and critical thinking. This is more than a simple generational divide related to digital media as it also involves individual aspects of traditional media, where the level of media competencies and critical thinking appears to decline with age.

URL: http://ejournal46.com/journals_n/1472720904.pdf

W. James Potter, Chan Thai
Conceptual Challenges in Designing Measures for Media Literacy Studies

crossref

Abstract:
The analysis of the existing conceptualizations in the media literacy literature reported in this article revealed that there are considerable gaps in the media literacy literature. While there are a many definitions of media literacy, the existing definitions typically cluster around highlighting several components, especially skills and knowledge but also behaviors and affects. To a lesser extent there is a clustering around certain domains of skills

URL: http://ejournal46.com/journals_n/1472720926.pdf

Number of views: **281**   Download in PDF

Irving Lee Rother
The Impact of Media Literacy Curriculum on the Literate Behavior of At-risk Adolescents

Abstract:

This paper offers an inquiry that involves media education, literacy, media production, and analysis as modes of teaching and inquiry related to students labeled "at-risk." Included are traditional, methodological, interpretive, social, and media issues that are inherent in literacy practices in classroom settings. At the same time, it outlines, practical, and tried non-traditional approaches that consider literary practices with an expanded notion of literacy, both a conceptual and practical bearing on areas such as English Language Arts Methods and Media Education curriculum, multi-media, video production, media text analysis and collaborative learning. Finally this paper argues that the struggle for literacy is one that can often be resolved in unexpected ways. Some of the key questions of this paper are: 1. To what extent are the observations I made about the responses of the ACE students to my Media Education Curriculum idiosyncratic? 2. To what extent are the ACE students' abilities in dealing with traditional forms of texts affected by their experiences with Media Education Curriculum? 3. Perhaps most important, are the curricular and pedagogical questions which arise from my inquiry. One question is, "Are we willing to rethink who, how, and what we are teaching in order to develop approaches and methodologies that motivate and encourage, not only students who are struggling with traditional schooling practices, but also all students?"

URL: http://ejournal46.com/journals_n/1472720943.pdf

Number of views: **246**   Download in PDF

Art Silverblatt
Reflections on Information Literacy

Abstract:

Information Literacy is an emerging discipline that operates according to a set of principles and strategies that enable individuals to make sense of the information we are exposed to on an ongoing basis. This discipline, which is defined as the ability to access and assess information, provides a framework that facilitates the discussion of Information with others-including children, peers, and the people responsible for the presentation of information. The paper identifies points of convergence with Media Literacy but makes the point that they remain distinct areas of study. The paper also identifies a series Lines of Inquiry that distinguishes this important discipline. Principle #1: The Body of Information (BOI) to which a person is exposed represents a version of reality. Instituting a BOI is a selective process; much depends upon which pieces of information have been assembled into a coherent narrative. Principle #2: The choice of audience affects the strategy and content of the information. Consequently, assessing the BOI - the composite of Information that has been collected by (or for) an individual—can provide insight into the intended audience. Principle #3: Data is, in itself, neutral. What determines whether it is instructive or deceptive depends largely on who is selecting and assembling the information, why it is being presented, and who is the intended audience.

URL: http://ejournal46.com/journals_n/1472720964.pdf

Number of views: **249**   Download in PDF

Alexander Fedorov
Western Cinema in the Mirror of the Soviet Film Criticism

Abstract:

Film criticism was prestigious job in the USSR. At that time there was no Internet and critic can be published only on paper. And this was due to: 1) a professional status of the author (in this case it had to be, as a rule, a graduate film critic, art historian, journalist, or have higher education in the humanitarian field); 2) with a rigid selection and censorship of texts and themes. The author analyzes how western cinema was reflected in the mirror of the Soviet critics (for example, thematic books' collection of Myths and Reality: 1966-1989). This, in particular, problems of ideological struggle, and the political censorship in the socio-cultural context of the 1960s–1980s and on how Soviet critics, specializing in foreign films, to respond to these factors. The author concludes that were characteristic of the official Soviet cinema studies, facing the material foreign movie: 1) sympathetic support "progressive western filmmakers", 2) sharp criticism of "bourgeois tendencies and perversions", 3) criticism of bourgeois society. The eleventh edition of the collection Myths and Reality showed, finally, that the Soviet film studies of the late 1980s was ready for deprived ideological bias in analysis of foreign cinema. This line was continued in the post-Soviet years, no longer in the Myths and Reality, but on the pages of scientific journals Film Criticism Notes and Cinema Art, in the film encyclopedia devoted to the western screen, in numerous monographs, the authors of which have become and authors of Myths and Reality.

URL: http://ejournal46.com/journals_n/1482444430.pdf

Number of views: **282**   Download in PDF

Hanae Ait Hattani

Media Literacy Education in English as a Foreign Language Classroom

cross**ref**

Abstract:

Media has become an inseparable part of our lives whether we are children, young people, or adults; we all have our share of media-related exposure on a daily basis. Being literate in the 21st century requires a change in pedagogy of the current education system. Thus, teachers perceive a need for media literacy education in their classrooms. Including media literacy education as part of the school curriculum is imperative as a way to challenge students' critical and creative skills in order to assimilate the diverse codes involved in the contemporary media system. The purpose of this paper, therefore, is to examine the manifestation of media literacy education in the EFL (English as a Foreign Language) classroom by focusing on EFL teachers' ML perceptions and classroom practices. This study relies on a qualitative methodology; structured interviews with EFL teachers of secondary school. The findings show that the Moroccan teachers of EFL agree that media literacy is not recognized as an official and fundamental part of the national curriculum. Besides, this study presumes that the Moroccan education system is not offering to both educators and learners the necessary requirements in order to realize a working and fruitful media literacy project.

Galina Mikhaleva
Media Culture and Digital Generation

cross**ref**

Abstract:

The problem of media culture and media literacy of the younger generation is becoming increasingly urgent nowadays in view of the growing and ambiguous effects of present-day digital technologies and their content on a personality and society development. Media educated citizens with a high level of information and media culture are one of the strategic European educational and sociocultural objectives. This is especially relevant for children and youth since a low level of media users' information and media culture may actualize the risk of younger audiences being manipulated by some destructive forces, whichsometimes leads to asocial behavior among children and teenagers. The research objective is to analyze psychological and pedagogical strategies for maximizing the benefits (developing, educational, instructional, cultural, etc.) of information and communication technologies for children and young people, and strategies for minimizing online risks and potential harm. Hence, the main aim of contemporary media education is a media educated personality with a high level of digitalliteracy and media culture that is indispensable for safe and socially significant self-fulfillment, sociocultural and personal development in ICT mediated cross-cultural communication.

Warat Karuchit
Negative Effects of Digital Media on Thai Youngsters: Case Studies from Thailand and Abroad

cross**ref**

Abstract:

This study analyzes the forms of digital communication that could negatively affect children and youngsters and proposes guidelines for creative usage of digital media and for the fostering of digital media literacy for children and youngsters for anyone involved. The study found that the negative effects of digital media on youngsters could be divided into 8 categories and the total of 30 sub-categories as the following: 1. Deceptions; 2. Inappropriate Content; 3. Online Mischief; 4. Dissatisfaction caused by digital media usage; 5. Misunderstanding or being misled caused by digital media usage; 6. Unconstructive use of time; 7. Violation of laws; 8. Inappropriate behavior caused by digital media. In the short term, there should be laws to regulate and reduce the risks of digital media usage. 2. In the long term, all relevant parties must hurry to build "media literacy" and "digital literacy" for youngsters. 3. Parents must learn and understand potential online dangers so they can give their children sound advice, and also lessening their own risks of becoming online victims themselves. In the long term, all relevant parties, including government offices, non-profit and for-profit organizations, mass media, and academic institutes at all level must hurry to build media literacy for youngsters.

Milena I. Tsvetkova
Conflicts with the Reading and their Decisions through the Bibliopsychology

cross**ref**

Abstract:

A reason for this research is the 70th anniversary from the death of the first theorist of the reading Nicolas A. Roubakine (23th of November 1946), with which expires the period of protection of the copyright on his works and their transition into the public domain. The real aim of the analysis is identification of the actual problems in the field of the mass communication and reading, which can be solved with the method of the bibliopsychology, created by Roubakine at the beginning of XXth century. The methods answers to the requirements of theoretical study with application of the methods deduction and extrapolation in the system „problem – decision", accompanied by a secondary research conducted through selective monographic method, document method, scientific critics of sociological researches, secondary data analysis and overview of scientific publications, available in the libraries worldwide. They are lead fifteen sharply conflict zones in the sphere of the reading, those regulation and management requires bibliopsychological approach. During the process of the study are determined two unpopular contributions of Nicolas Roubakine towards the theory of the communications – he creates the communication formula with "The 5 W" decades before Harold Lasswell and formulates the method of bibliopsychological archeology a half century before the appearance of the discipline media archeology. The possibilities of the bibliopsychology aren't still used, although it is a subject of study of other sciences as library science, bibliography, psycholinguistics, linguistics, psychology. The modern attempts for development of this scientific discipline are insufficient. Very often the attention of the researchers is directed towards other sciences because the examined subject is considerably more complex.

Irina V. Chelysheva, Galina V. Mikhaleva
Basic Approaches to Media Education in Russia: Sociocultural and Methodological Aspects

Abstract:
The article presents a brief review of basic approaches to media education in Russia from the genesis to present-day conditions of Russian media pedagogy. The historical analysis of media education in Russia has shown that Russian media education tradition relies on several dominant theoretical approaches such as the semiotic, culturological, aesthetic, ethical, sociocultural and critical thinking development conceptions. The study of artistic value of media production, a close link between the aesthetic approach with spiritual and moral education of the rising generation, reliance on children's creative skills have provided the basis for many media education models realized in contemporary Russia. Contemporaneous researches focus on studying media culture, various media effects and forms of media addiction, Internet safety and digital competences. Media culture as a vast layer of human culture is also in the focus of media researches. The solution to these problems depends both on teaching the younger generation basic computer skills for digital safety and on elaborating strategies for developing children's media competence, spiritual and moral values, critical thinking and analytical skills, social skills in the world of media culture. Potential research prospects of media education involve further development of scientific media education centers and schools promoting the investigation of urgent media pedagogy issues.

Alexander Fedorov
Leviathan and Sunstroke: Opinions of the Russian Film Critics

Abstract:
Modern media criticism as a whole based on the hermeneutic approach to the analysis of the media and media products relying on such key concepts as media agencies, media / media text categories, media technologies, media languages, media representations and media audiences, because they all have a direct bearing on the ideological market and structural and substantive aspects of the analysis of media and media texts. It is interesting to see how these approaches are implemented in concrete works of Russian film criticism concerning, for example, the two most controversial films of the last seasons: Sunstroke (2014) by Nikita Mikhalkov and Leviathan (2014) by Andrei Zvyagintsev. The key questions of Sunstroke are: What kind of Russia we lost? How and why it happened? And the key questions of Leviathan are: What kind of Russia we gained? And why is this? The author of this article analyzed around 60 reviews of Russian critics' community (mainly of the leading, most active and visible). They were (very) roughly divided into two groups: texts from the authors of liberal wing, and texts from the authors of the conservative wing. The main conclusion: Leviathan and Sunstroke, in fact, has become an indicator of the political stratification of Russian film criticism: in many cases, films were analyzed, first of all, not as a works of art, but as social and ideological messages. However, this is not surprising, because of the bundle of Russian film critics' community. However, the Russian mass audience as a whole is much more conservative than media criticism community. And, of course which is more focused on entertainment component of media culture (and the lack of interest of the vast audience in serious problems eloquently showed modest box-offices of Leviathan and Sunstroke).

Alexander Fedorov, Anastasia Levitskaya
Comparative Analysis of the Indicators' Levels of Students' Media Competence Development in the Control and Experimental Groups

Abstract:
Based on media education activities' techniques, the authors taught a media education course during the full academic year. The research objective was to trace the changes between the levels of students' media competence in a control and in an experimental group. The determination of the media competence's levels was based on the classification of the indicators of the development of an individual's media competence developed by our research team. Media competence implies the accumulation of motives, knowledge, abilities, and skills (indicators: motivational, contact, information, perceptual, interpretative / evaluative, practice-operational / activity, creative), facilitating the use, critical analysis, evaluation and communication of media texts in various forms and genres, the analysis of complex processes of media functioning. In line with this interpretation of the media competence, the students were asked to answer 5 units of questions and do the assignments. 90 students (average age of students: 20–21 years old) participated in the experiment: 45 students (14 male and 31 female) of the control group, who did not attend the media education course, and 45 students (14 male and 31 female) of the experimental group, who attended media educational classes. Our research showed that at the beginning of an academic year there was no significant difference in the levels of media competence development between the students of the control and experimental groups. The ratio of young men and women in the control and experimental groups, in our opinion, is typical for Russian pedagogical universities, where for many decades male students have consistently been a minority (from 10% to 30% of a class). The classification of the media competence's development indicators developed by us turned out to be an effective tool for comparative analysis between the control and experimental groups. This analysis has proved the effectiveness of the model developed by us and the methodology for fostering students' media literacy (the level of media competence of the students who took and passed a one-year course in media education was four times higher than the level of similar indicators in the control group).

C.K. Cheung
Necessity for Media Education in Early Childhood Programmes in Hong Kong

Abstract:

Hong Kong, like any other cities of the 21st century, is characterised by various sources of media for education, advertisement, relaxation and entertainment. Young children are immersed in the rich mass media environment whether at home, at school, or on the streets. The messages contained in these media sources are delivered in various forms and are meant to achieve specific goals for specific groups of people. While media education has been introduced in some primary and secondary schools in Hong Kong (Cheung, 2015), less has been said and done about the same in early childhood programmes (Cheung, 2012). This article builds a case for an urgent need for the introduction and implementation of media education in early childhood programmes in Hong Kong.

Reynaldo Gacho Segumpan, Joanna Soraya Abu Zahari

Understanding the Phenomenology of Asynchronous Online Interactions in an Academic Business Setting in the Sultanate of Oman

Abstract:

Interpretive discussions on asynchronous online interactions in an Omani academic setting seem to be muted in the literature. The purpose of this phenomenological research was to understand the meanings constructed by Omani International Business Administration (IBA) students enrolled in Electronic Commerce (MANG2402) class as regards their confabulations using Facebook as a platform of interaction. We examined the written reflective narratives of 25 IBA students describing their lived experiences of asynchronous online marketing exercise during Spring 2015 Semester at the College of Applied Sciences – Rustaq, Sultanate of Oman. Our analyses of data surfaced the following main themes: (a) Facebook Engagement as a Space for Information Dissemination; (b) Facebook Engagement as a Node for Building Relationships; (c) Facebook Engagement as a Boost for Business Engagement; (d) Facebook Engagement as a Concave of Knowledge and Skills which consisted of the following sub-themes: Acquiring Subject-specific Knowledge, Gaining General Knowledge, and Developing Communication Skills; and, (e) Facebook Engagement as an Avenue for Wholesome Entertainment.

Chi-kim Cheung, Connie Chau

Implementing Media Literacy Education in the Junior Secondary English Curriculum in Hong Kong: Reasons and Limitations

Abstract:

We live in a world that is saturated with mass media, consumed on a daily basis. Students spend a lot of time on media and they are susceptible to the messages conveyed by the media. What can teachers do? Schools must help students develop their analytical and critical thinking skills, so that they can evaluate critically information that relates to important issues that affect the community and the implementation of media literacy education is called upon (Cheung, 2004; Considine et al., 2009). Through the questionnaire survey and also interviews of teachers, this study identifies the major reasons and problems of implementing media literacy education in English curriculum at junior secondary level. Most of the teachers perceived the flexible content of English language and the close relationship between the teaching of English four skills and media literacy education were factors favoured the implementation in the English curriculum. And the major limitations observed by the respondents are: the lack of time, heavy workload and the lack of teacher training.

Ida Cortoni

Digital Competence and Family Mediation in the Perception of Online Risk to Adolescents. Analysis of the Montenegro Case Study

Abstract:

For several years, international scientific and political debate has shown increasing interest in digital literacy and digital education as tools to protect minors from the risks associated with the unmonitored and unaware use of various media. At the same time, various strains in the scientific literature have more deeply analyzed the themes of the risks and opportunities associated with using the web; this has often resulted in the promotion of political, awareness-raising, or educational interventions on the local level, to contain the potentially harmful effects and augment the positive ones linked especially to the opportunities for individual growth and sociocultural inclusion that these technologies can help bring about. This paper enters into this framework to explore how whether or not digital competence is possessed can influence young people's media use behaviour, while increasing or not increasing the risk of media exposure within a circumscribed sociocultural context. To undertake this kind of reflection, this paper focuses its attention on the Montenegro case study and analyzes some results of the 2016 Global kids on line research work, to consider the relationship between digital competence and the exposure risk level of children between 12 and 17 years of age within circumscribed sociocultural areas.

Alexander Fedorov

Soviet Cinema in Cinema Art Journal (1967)

Abstract:

The analysis of the articles of magazine Cinema Art – 1967 identified the following key film criticism trends: - Despite the folding thaw effects, the magazine tried to keep the ideological position of the late 1950s – early 1960s; - The authors of the magazine tried to analyze the most notable works

of the Soviet cinema, even criticized certain shortcomings in the films of famous and influential at that time masters of the screen; - Paying tribute to the inevitable Soviet propaganda rhetoric, the magazine could afford to publish informative theoretical and sociological discussion, and the texts of outstanding script; - However, in some cases, the magazine could (perhaps by order "from above") cause painful a critical blow to the talented work screen. In general, the Cinema Art (1967) was a kind of typical model of the Soviet humanities journals (with the entire obligatory bow to censorship) that try to stay in the position of "socialism with a human face".

Alexander Kazakov
Political Aspect of Media Literacy

Abstract:
The author considers media literacy as an ability to find in mass media the information s/he needs, to critically analyze it, to check its credibility and authenticity, and – in case it is needed – to produce elementary media messages. Different areas where media literacy and political culture overlap are presented in this article. How important is an ability to navigate the vast information landscape within the context of fostering interest to politics and mass media credibility? How does media literacy affect political culture? How does all this influence features of political system? The author tries to find answers to these questions and analyzes results of public surveys conducted by "Public Opinion" Fund and related to the problem discussed.

Imre Szíjártó
Film Comprehension Strategies in Hungarian Blogs

Abstract:
The starting point of the study is that blogs show peculiar culture-historical processes determined by web2 communicational medium, represented in the film comprehension strategies and language use of the authors speaking. The study examining comprehension strategies represented in the texts of blogs. Electronic environment has thoroughly altered possibilities of public address: while it was critics of journals who spoke about films, literature or theatre before Internet appeared, nowadays we are faced with imperspicuous variety of sites. Democratisation of communication has its impact on meaning formation practice of reception communities, after all on the processes of the formation of the cultural canon. It is worth dealing with the topic in media-language and art pedagogical context as on the one hand we are witnesses of the transformation of the language of film critics, on the other hand schools have to adapt pre-knowledge and the interpretation strategies of students formed by blogs.