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**MEDIA AND INFORMATION  
LITERACY EDUCATION  
DICTIONARY**

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This short dictionary compiled (on the base of the scientific literature and practical experience of scientific and educational media centers) by Prof. Dr. Alexander Fedorov. The dictionary gives the current terminology relating to the basic models, the dominant theoretical concepts, goals and objectives of media and information literacy education, media studies, media competence.

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INCLUDES BIBLIOGRAPHICAL REFERENCES.

1. MEDIA LITERACY. 2. MEDIA EDUCATION. 3. MEDIA STUDIES. 4. FILM EDUCATION.  
5. INFORMATION LITERACY. 6. MASS MEDIA. 7. STUDY AND TEACHING. I. TITLE.

## ***Introduction***

An analysis of the scientific literature shows that in the past decades, there is a certain system of key terms, which operates with media literacy education. However, as pedagogical science in general, media literacy education has not the single, accepted in all countries of the world terminology. As a rule, not only national research schools, but individual scientists from different countries offer their own versions formulation of key words such as *media education*, *media culture*, *media literacy*, *media competence*, etc.

In many English-speaking countries, the term *media education* replaced *media literacy*. This term, however, is generally not used in Francophone (*l'éducation aux medias* = *media education*) Hispanic (*Educación para los medios* = *media education*), or Germanic (*Medienpädagogik* = *media education*) countries. Many media educators, teachers believe that *media literacy* is the result of the process of *media education*. We know also about synthetic term *media literacy education*.

This dictionary compiled (on the base of the scientific literature and practical experience of scientific and educational media centers) by Prof. Dr. Alexander Fedorov. The dictionary gives the current terminology relating to the basic models, the dominant theoretical concepts, goals and objectives of media literacy education, media studies, media competence.

This dictionary deliberately not included terminology, associated with media technical devices, equipment.

## A

**Abstract (annotation):** summary information and media text content of any type and genre.

**Action:** genre of media text, focused on great success with audiences and larger financial gains.

**Aesthetical analysis of media text:** analysis of the art concept of media culture of different types and genres. This type of analysis is closely related to the aesthetic (art) theory of media (aesthetical approach, media as popular arts approach, discriminatory approach). The theoretical framework is largely coincides with the cultural theory of media education. However, the main purpose of media education in this case - to help the audience understand basic rules and the language spectrum of media texts that have a direct attitude toward art; develop aesthetic / artistic sensibility and taste, the ability of a qualified aesthetic analysis.

**Aesthetical approach in media literacy education (media as popular arts approach, discriminatory approach):** The theoretical framework is largely coincides with the culturological theory of media education. However, the main purpose of media education is to help the audience understand the basic principles and language of media texts that are directly related to the arts, develop aesthetic / artistic sensibility and taste, the ability to qualified artistic analysis. That is why the main media content based on the study of media culture language, media culture history (the history of film, television, etc.). Teachers tend to teach students a critical analysis of art media texts, their interpretation and qualified assessment.

**Analysis of information / message:** the study, interpretation of information of a different type (content analysis, structural, autobiographical, iconographic, semiotic, identification, ideological, philosophical, aesthetic, ethical, motivational, cultivation, hermeneutic analysis, analysis of stereotypes and characters.

**Angle:** shooting view on the camera relative to the imaged object.

**Application:** media text created by sticking / overlay on any surface heterogeneous fragments (paper, fabric, etc.).

**Association (connotation):** a process in which there is the semantic relationship between the images and representations of media text.

**Audience information literacy / competence levels:** 1) motivation (motivation of contact with information: genre, theme, emotional, epistemological, hedonistic, psychological, moral, intellectual, aesthetic, therapeutic, etc.); 2) contact (frequency of communication / contact information); 3) cognitive (knowledge of terminology, theory of information and characteristics of processes (mass) communication); 4) perceptual (the ability to perceive information); 5) interpretative / evaluative (interpreting skills, analyze information based on the determined level perception, critical autonomy); 6) practice-operational (ability to create / distribute information); 7) creative (presence of creativity in various aspects of the work - perceptual, games, art, research, etc., related information).

**Audience media literacy / competence levels:** 1) motivation (motivation of contact with media texts: genre, theme, emotional, epistemological, hedonistic, psychological, moral, intellectual, aesthetic, therapeutic, etc.); 2) contact (frequency of communication / contact with the works media culture, e.g. media texts); 3) information (knowledge terminology, theory and history of media culture, the process of mass communications); 4) perceptive (the ability to perceive media texts); 5) interpretative / evaluative (skills interpret, analyze media messages based on certain level media insight, critical autonomy); 6) practice-operating (ability to create / distribute their own media texts); 7) creative (presence of creativity in various aspects of the work - perceptive, gaming, art, research et al., related to the media).

**Audio art:** art, built on sound. Related concepts: cinema / film art, video art, screen art, media art.

**Audio communication:** a way of relations, transmission of sound information, including media (group, mass, interpersonal, intrapersonal, remote, contact, conflict, culture, intercultural, social, pedagogical).

**Audio creation:** the process creative activities in the audio field.

**Audio educational media:** the technical means and audio texts designed for educational purposes.

**Audio language:** a set of tools and methods of expression and audio communications.

**Audio perception:** a person's ability to identify in a media sense, shaped the relationship between the units of the audio narrative (events, scenes, episodes, frames); establishment the conflicts, climaxes, feelings, values, associations; determine their relationship to the views of the authors of the audio media text. A similar concept: information perception, media perception, visual perception.

**Audio text:** a sound message (radio show, music, etc.) in any type and genre, intended for simultaneous audio perception of the audience.

**Audiovisual arts:** art, built on sound and visual images. Related concepts: cinema / film art, video art, screen art, media art.

**Audiovisual communication:** a way of relations, transmission of audiovisual information, including media (visual, audiovisual, group, mass, interpersonal, intrapersonal, remote, contact, conflict, culture, intercultural, social, pedagogical and others forms of audiovisual communication).

**Audiovisual creation:** the process creative activities in the audiovisual field.

**Audiovisual culture:** a set of material and intellectual values in the field of audiovisual media, as well as their historically determined system reproduction and functioning in society; towards audience audiovisual culture can act as a system levels of development of the human personality, able to perceive, analyze, evaluate audiovisual media text, engage audiovisual media arts, to acquire new knowledge in the field media. Analogues: video culture, film culture, media culture, visual culture.

**Audiovisual education:** a component part of media (literacy) education on the audiovisual material. As an outcome of this process, audiovisual literacy helps a person to actively use the possibility of the information field of television, radio, video, cinema, Internet. The content of the audiovisual education: the basics of art in the audiovisual field (types and genres audiovisual media, audiovisual media function in society, the language of the audiovisual media, audiovisual media culture history, etc.), information about the main areas of application of theoretical knowledge (professional audiovisual media information, amateur media sphere, audiovisual channels distribution, leisure establishments, educational institutions, etc.). The term *audiovisual education* close to the terms audiovisual literacy, visual literacy, media literacy, film education, media education, media competence.

**Audiovisual educational media:** the technical means and audiovisual texts designed for educational purposes.

**Audiovisual educational technologies:** ways to build activity using audiovisual means to achieve educational goals.

**Audiovisual language:** a set of tools and methods of expression and audiovisual communications.

**Audiovisual literacy:** the ability to analyze and synthesize spatiotemporal audiovisual reality, the ability to read the audiovisual media text, to use audiovisual equipment, knowledge of the basics of audiovisual culture, that is the result of audiovisual education. Related concepts: information literacy, visual literacy, media literacy, media competence.

**Audiovisual perception:** a person's ability to identify in a media sense, shaped the relationship between the units of the audiovisual narrative (events, scenes, episodes, frames); establishment the conflicts, climaxes, feelings, values, associations; determine their relationship to the views of the authors of the audiovisual media text. A similar concept: information perception, media perception, visual perception.

**Audiovisual technologies:** a set of methods of audiovisual means to ensure the implementation of collecting, storing, processing, and transmission media.

**Audiovisual text:** message (TV show, music video, movie, etc.) in any type and genre, intended for simultaneous visual and audio perception of the audience.

**Audiovisual thinking:** creative activities based on emotional and semantic correlation and shaped generalizations parts of the audiovisual text.

**Autobiographical analysis of media text:** a comparison of your life experience (personal life events, different situations) with the experiences of the characters and the authors of media texts. This analytical approach is based on associative memory of man and helps audience critical to understand the influence of media culture on the development of a person's identity, contributes to the development of media literacy / competence. Autobiographical analysis in media education classes links also with a therapeutic effect and compensation phenomenon.

## B

**Blockbuster:** media text with focus on the great audience success and larger financial profit.

## C

**Character analysis of media text:** analysis of media text characters' motives, ideological orientations, behavior / actions.

**Chat:** a form of communication network on-line.

**Cinema club (film club):** the institution, which includes collective discussion about movies (sometimes with participation of their authors). Related concepts: media center, cinema center, media club.

**Cinematheque (film library):** private or public film collection (including electronic form). Related concepts: library, media library, music library, photo library, video library.

**Code:** Code: the results presented in some conditional concepts for audience could rely in perception, interpretation and analysis of media text (e.g., brand studio, emblem, etc.).

**Collage:** the use of multi-style objects in a media text.

**Communication:** a way of relations, transmission of information, including media (verbal, non-verbal, visual, audiovisual, group, mass, interpersonal, intrapersonal, remote, contact, conflict, culture, intercultural, social, pedagogical and others forms of communication).

**Communication functions:** information, cognitive, social, psychological, regulatory, acting, cultural studies, prognostic, manipulative, entertainment and others.

**Communication language:** a complex means and methods of communication.

**Communication models:** sociological, psychological, semiotic, cultural, aesthetic, educational, educational, ethical and others models, based on a complex interaction of communicator and recipient (user, audience).

**Communication studies:** science, examine the humanitarian aspects of communication, development information systems and resources, the nature, form, their results the impact on society. Related concepts: communication theories, mass media, medialogie.

**Communication technologies:** technologies designed to ensure operational communication and access to information resources in any branch of knowledge without restrictions on volume and speed.

**Communicator:** the initiator of the communication relations; person or group, create and send messages, media texts.

**Computer educational technologies:** a set of methods, techniques, ways to create pedagogical conditions of work based on computer technology, means of

telecommunications and interactive software product modeling of the teacher on the representation of functions, transmission and collection of information, control and management of the organization cognitive activity. The use of computer technology allows you to modify the whole process of learning, to implement model student-centered learning. Modern means training (computers, telecommunications communications, the necessary interactive software and methodological support) provide an opportunity to intensify the activities of different forms training, but have the greatest value to the organization self-trained in the role of methodological and organizational support of independent work.

**Computer literacy:** the ability use of computer technology, basic knowledge of computer science, information technologies. Related concepts: information literacy, media competence, media literacy.

**Computer security (computer safety):** complex programmatic and organizational means to counter harmful effects (computer viruses, etc.). Similar concepts: Internet security (internet safety), media safety, media protection.

**Computer virus:** special computer "hacker" program designed for application damage to the normal operation of computer Internet networks and personal computers.

**Content analysis:** quantitative analysis media texts (the definition of a media text search, systematization facts, conclusions about the types of narratives, symbols, languages, forms and etc.; how often manifest certain factors, for example, stereotypes in the plot). It applies also to the work of media agencies analysis (amount of transmitted information, the selectivity information, etc.).

**Critical autonomy:** independent judgment and analysis media texts, based on critical thinking.

**Critical creative thinking** in relation to the media and media texts: a complex reflective thinking process that includes associative perception, synthesis, analysis and assessment of the functioning mechanisms the media in society and media texts (information / communications), in conjunction with audiovisual imagination, virtual experimentation, logical and intuitive forecasting in the media sphere. Thus the development of critical thinking is not the final goal of media education, but its permanent component.

**Critical thinking** (about media system and media texts): analytical process based on developed audiovisual perception and thinking. This process leads to the interpretation and evaluation of media text sense.

**Critical thinking approach in media literacy education (critical autonomy approach, critical democratic approach, judgement critique, l'esprit critique):** The theoretical basis of this theory, more likely to be regarded as a theory of media as an "agenda" where the media represented the "fourth power", which distributes behaviors and social values among mass audience. The goal of critical thinking media education: teach the audience to analyze and detect manipulative impact of media, navigate to the information flow of modern society.



**Cultural mythology analysis of media text:** the identification and analysis of mythologizing (including under the folk sources - fairy tales, urban legends) stereotypes plot, themes, characters, etc. in particular media text.

**Cultural studies approach in media literacy education:** media are likely to offer than impose interpretation of media texts. Audience always in the process socio-culture dialogue with the media texts and their evaluation. The audience is not just read the information, but puts different meanings in the perceived media texts, their own analyzes. It follows the main goal of media education: to help students understand how the media can enrich the perception, knowledge, etc.

**Cupping (crop):** truncated, cut a media text.

**Cut (montage):** the process of creating a media text by "assembling", "gluing" a whole of individual fragments.

**Cutting phrase:** a sequence of frames, united by a common sense.

**Cutting recording:** serial time-lapse recording of media content, including frame number, size of the plan, the movement of the camera, the frame content - audiovisual, special effects, etc.

## D

**Databank:** a set of databases.

**Database:** systematic form organizing and presenting various kinds of information (for example, in computer network).

**Decoding:** decryption / decoding, interpretation information (media text).

**Digest:** abridged, adapted version media text(s).

**Digital educational resources:** the information educational resource, stored and transferred in digital form, the most general term, referring to the digital information facilities for use in education ( digital video, sound file editor, digital book, etc.).

**Distance education:** learning process with the use of computer networks, the Internet, e-mail, multimedia, allowing teachers and students located at a considerable distance from each other.

## E

**Ecologic approach in media literacy education:** Media educators - environmentalists are convinced that it is necessary development of ecological perception media as an integral part of person's media literacy, involving therapeutic moderation, critical analysis of media texts, the use of environmental strategy combating media violence and pathology image. Main content of *ecological media literacy education* represents a synthesis provisions taken from the protectionist, aesthetic and ethical media literacy education and development of the theory of critical thinking.

**Electronic educational resource:** the information educational resource, stored and transmitted in electronic form, the most common concept referring to the electronic information objects intended for use in education.

**Episode:** part of media text, consisting of one or several scenes that share a common theme, a common conflict.

**Ethic / moral approach in media education literacy:** the theoretical basis here is ethical theory of media. It is assumed that media can generate certain ethical / moral principles for audience (especially for minors). It follows the main purpose of ethics media education: to attach the audience to varying ethical behaviors (corresponding to, for example, particular religion, level of civilization, democracy, etc.). Educational strategy is based on the study of ethical aspects media and media texts.

**Ethical analysis of media and media text:** analysis of the moral issues in the media and in media texts. This type of analysis based on the ethical theory of media. It is assumed that media can generate certain audience moral principles. The main ethical goal of media education: to study of ethical aspects of media and media texts.

## **F**

**Film criticism:** the area of journalism, operational film studies, creative and cognitive activity, regarding both the analysis, evaluation of various kinds of aspects functioning cinema in society, as well as specific cinematographic media texts - films. Related concepts: film studies, media criticism.

**Film education:** the process of education and personality development for the purpose of film art creating, a culture of dialogue with the screen, creative, communication skills, interpretation skills, analysis and cinematic assessment, teaching different forms of film expression. The content of film education: the basics film studies (types and genres of film art, cinema functions in society, film language, the history of film, etc.), information about main areas of application of theoretical knowledge (professional and amateur cinema, cinema companies, film clubs, television, entertainment establishments, educational institutions, etc.), practical creative tasks on film material.

**Film text (film construct):** cinema message contained in any kind (fiction, documentary, animation, training, popular science) and genre (drama, romance, comedy, detective and et al.).

**Forms of media literacy education:** 1) media education integration into the traditional academic subjects, 2) autonomous lessons lectures, seminars, electives, clubs, media / movie studio, media / film clubs, 3) a compulsory subject in the schools, university, etc.

**Frame:** zoom (total, medium, large, detail); close-up, etc.

## H

**Hermeneutic analysis of cultural media context:** a study of the process media text interpretation, cultural and historical factors, affecting the point of view of the agency / media text's author and the audience view. The hermeneutic analysis suggests comprehension media text by comparison with the cultural tradition and reality; penetration into the logic of media text; analysis media text through comparison of historical and artistic images in cultural context. Thus, the subject of analysis is media system and their functioning in society, interaction with people, media language and its use.

**Hyperlink:** an element of the electronic document, used to jump to another document, or its part.

**Hypertext:** a special organization of computer, interactive media texts, allowing you press cursor on certain words or audiovisual objects instantly switch to attached there to and the related links texts or objects.

## I

**Iconographic analysis of media text:** associative analysis of the image in a media associated a semiotic analysis.

**Identification analysis of media and media text:** recognition / identification of latent messages in media texts, because media agencies often offer simplistic solutions to complex problems.

**Ideological analysis of media and media text:** analysis of the ideological aspects of the media sphere. The theoretical basis here is an ideological theory of media. It is assumed that media can act specifically on public opinion, including the benefit of a social class, race, or nation.

**Ideological approach in media literacy education:** a theoretical basis ideological theory of media. It is assumed that media can purposefully manipulate public opinion, including the interests of a particular social class, race, or nation. Underage audience becomes very easy targets for the impact of using the media.

**Image-maker:** a specialist styling media images (human, object, phenomenon) to publicity, advertising, etc.

**Informatics:** the science of the general properties and patterns of information, as well as methods for their retrieval, transmission, storage, handling and use in the various fields of activity human. It includes information theory, the development of methods and programs for training, information storage and retrieval, mathematical theory of transfer processes, information processing, etc.

**Information (message):** message sent one way or another (verbal / audio, written, visual, audiovisual) using conventional hardware and code.

**Information & communication technologies – ICT:** a set of methods and means of collection, processing, storage and distribution sounds, graphics, texts

and digital information in the interests of users; a set of related communications funds.

**Information and education space:** the reality organized and managed produced a single concept, approaches and mechanisms implementation of the overall strategy formation, development and achievements purposes of enhancing the cultural, educational and professional level subjects, combined on a single information and technological basis for the maintenance of training and education subjects allocated space. Related concepts: screen space, media educational space.

**Information bias:** preference to any point of view, prejudices regarding any information, its impact on the audience, their role in society etc.

**Information culture:** a set of material and intellectual values in the field of information, as well as their historically determined system reproduction and functioning information in society; towards audience information culture can act as a system levels of development of the human personality, able to perceive, analyze, evaluate information, to acquire new knowledge in the information field. Analogues: video culture, film culture, media culture, audiovisual culture.

**Information education:** the process of development of the person using the information and material to form a culture of communication information, creative, communication skills, critical thinking skills, interpretation, analysis and assessment information; education in various forms of creation and transfer information. As an outcome of this process, an information literacy helps a person to actively use information field. The contents of information education: foundations of computer science, information technology, information culture, information about the main areas of application of theoretical knowledge (professional media channels dissemination of information, educational institution, etc.), practical creative tasks in the information material.

**Information educational environment:** multidimensional holistic, social and psychological reality, providing a set of needed psychological and pedagogical conditions of modern learning technologies, software and methodical teaching aids, constructed on the basis of modern information technologies, providing support and cognitive activity access to information resources.

**Information education resource:** various types of information resources used in the education (textbook, video editor text, etc.).

**Information educational technologies:** a set of modern computer and media technologies, means of telecommunication, software tools that provide interactive software and methodological support modern learning technologies. The main tasks of modern information technology is the development of interactive media management process of cognitive activity and access to modern information and educational resources (multimedia textbooks and textbooks, built on the basis of hypertext, various databases, training sites and other sources).

**Information effects:** various types (psychological, ethical, aesthetic, therapeutic, and others) of the information impact on the audience. Analog: media effects.

**Information environment:** the set of hardware and software means storing, processing and transmitting information providing a particular mode of operation and conditions the performance of its tasks; a reality in which people are immersed, in contact with the media.

**Information functions:** cognitive, social, psychological, regulatory, acting, cultural studies, prognostic, manipulative, entertainment and others.

**Information language:** a set of tools and methods of expression and information communications.

**Information literacy:** the ability to analyze and synthesize reality, the ability to read the information text, knowledge of the basics of information culture. Related concepts: audiovisual literacy, information literacy, media literacy, media competence.

**Information net:** organizational socio-economic and scientific-technical processes of creation certain conditions to meet the information needs and rights of citizens, government authorities, local government, public associations based on the formation and use of information resources.

**Information perception:** a person's ability to identify semantic information, shaped relationships, conflicts, climaxes, feelings, values, associations; determine their relationship to information. A similar concept: audiovisual perception, media perception, visual perception.

**Information propaganda:** system techniques and methods of information impact on the audience with purpose of active, offensive imposing any ideas, opinions, judgments.

**Information safety (information protection):** the ability of the state, society, social group, the person required to provide a sufficient probability and protected information resources and to maintain the flow livelihoods, sustainable operation and development appropriate structural formation.

**Information security** involves resistance the negative impact on the individual and social consciousness and human psyche, as well as computer networks and other sources information. Similar concepts: Internet security (internet safety), Media safety (media protection), information protection / safety.

**Information society:** the stage the development of modern civilization characterized by an increase in the role of information and knowledge in society, increasing the share of information products and services, the emergence of a global information space, ensuring effective interaction of people and access to world information resources and satisfaction of various public information and personal interests.

**Information technologies:** a set of mathematical and cybernetic methods, technical means of ensuring the implementation of the collection, storage, processing, and transmitting information.

**Information terrorism:** purposeful, planned, systematic use of the information opportunities to create and replicate feelings of fear (worry, anxiety)

and their distribution in information space for the purpose of manipulating public consciousness.

**Interactive media:** media texts with the opportunities direct / live feedback, dialogue with authors and audience (via telephone, video, satellite and internet connection, computer and video games). Effectively used in the process of interactive learning.

**Internet:** the global computer complex networks.

**Internet forum:** a virtual form of communication, meeting on the Internet.

## K

**Key concepts of media literacy education:** the source of media information, media agency, media category, media technology, media language, media audience), media representation, and others.

## L

**Levels of development of the professional knowledge and skills necessary for teachers' media education activity:** 1) motivation (motivation media education activities: emotional, epistemological, hedonistic, moral, aesthetic, etc; desire to improve their knowledge and skills in the field of media literacy education); 2) information (awareness, theoretical and pedagogical knowledge in the field of media education); 3) methodological (methodical skills in the field of media education, normal level of artistry); 4) the activity (quality media education in the course of training sessions different types); 5) creative level of creativity in media education).

**Library:** private or public collection fund printed texts (including electronically on the Internet). Related concepts: media library, music library, photo library, video library.

## M

**Mass communication:** a way of relations, transmission of mass information, including mass media.

**Mass media (mass communication):** technical tools for creating, recording, copying, duplicating, storing and dissemination of information to a mass audience.

**Mass media culture:** a set of material and intellectual values in the field of mass media, as well as their historically determined system reproduction and functioning in society; towards audience mass media culture can act as a system levels of development of the human personality, able to perceive, analyze, evaluate mass media text, engage media arts, to acquire new knowledge in the field mass media. Analogues: video culture, film culture, information culture, audiovisual culture, media culture.

**Media (mass media):** (mass) communication means of creating, recording, copying, duplicating, storage, distribution, and reception of information exchange between its subject (authors of media text) and the object (mass audience).

**Media activity approach in media literacy education** is based on the recognition of the fact that media education built on a sequential unfolding of favorable conditions for the development of the following forms of audience activities: active, discussion analysis of media texts; the development of the process of practical creating media texts on the basis of participation in the media education projects of varying degrees.

**Media agency:** the organization, engaged in the production, distribution and sale media texts (newspapers, magazines, movies, TV / radio, Internet websites, advertising companies, etc.).

**Media art:** the art of media texts creating at means of media technology. Related concepts: cinema / film art), video art, audiovisual arts, screen arts.

**Media artifact:** media art object.

**Media audience:** estimated (target) audience for concrete media text's type and genre. Group of people in contact with the media texts, differentiated by various criteria (age, social, educational, racial, gender, national, and others). This audience includes media education audience (for example, students and teachers).

**Media bias:** preference to any point of media view, prejudices regarding any media information, its impact on the audience, their role in society etc.

**Media category:** types of media (press, television, cinema, radio, Internet, etc.) and media texts' genres (report, interview, drama, comedy, portrait, etc.).

**Media center:** the institution, which includes complex exhibition and halls, studios, library, etc. Media center may include media / film club with collective discussions about media texts (sometimes with the participation of their authors). A similar concept: cinema center, film center, video center, press center.

**Media communication:** a way of relations, transmission of media information (including verbal, non-verbal, visual, audiovisual, group, mass, interpersonal, intrapersonal, remote, contact, conflict, culture, intercultural, social, pedagogical).

**Media competence of personality:** the sum of person's media motives, knowledge, skills, abilities (Indicators: motivational, contact, information, perceptual, interpretative / evaluative, practice-operating, creative), contributing to the selection, use, critical analysis, evaluation, creation and transfer media texts in different types, forms and genres, the analysis of complex processes of media functioning in society.

**Media competence of the educator:** the sum of educator's media motives, knowledge, skills and abilities (indicators: motivational, informational, methodological, practice-operating, creative), contributing media education activities in the audience of all ages.

**Media creation:** the creative process activities in the media sphere and its substantive results.

**Media criticism:** the area of journalism, creative and cognitive activity, including the critical knowledge and evaluation of socially relevant, topical creative, professional and ethical dimensions of the media information; a communication with the audience, in which the process based on the analysis, interpretation and evaluation media texts, genre and stylistic forms of their implementation, the media impact on the audience perception (Korochensky, 2003). A similar concept: film criticism.

**Media criticism functions:** information-communicative, educational, informative, regulatory, correctional, social, organizational, commercial, cultural, manipulative and others.

**Media culture:** a set of material and intellectual values in the field of media, as well as their historically determined system reproduction and functioning in society; towards audience media culture can act as a system levels of development of the human personality, able to perceive, analyze, evaluate media text, engage media arts, to acquire new knowledge in the field media. Analogues: video culture, film culture, information culture, audiovisual culture.

**Media culture center** is scientific educational center, whose main tasks are: study and analysis of the practice of media culture in the society; development of theoretical and methodological foundations of media culture (concepts, methods / technology approaches / solutions); development of the financial basis of research and development in the field of media culture through the use of fundraising, extrabudgetary funds and innovation; establishing a scientific basis for monitoring levels media competence / media culture / media literacy audiences of all ages; creation of scientific and methodological basis for the development of media education, media competence / media culture / media literacy of the population; interconnection and unity of educational and scientific processes, that is, provision of training qualified and scientific-pedagogical personnel in the field of media culture; scientific conferences and workshops, culture media, advertising and promotional activities art; the development of new, progressive forms of innovation activities, scientific cooperation with academic, educational institutions associated with the topic of media culture and media competence (including – expertise and the scientific and innovative projects, doctoral theses), foundations and other entities with to jointly address key scientific and educational purposes in the field of media culture; expansion of the international scientific and educational cooperation with educational institutions and organizations of foreign countries in order to increase participation in the global system education and research in the field of media culture, media competence.

**Media didactics:** theory of media education, including the objectives, content, organizational forms, methods and tools to help the development of media literacy / media competence.

**Media disinformation (misinformation):** media text, containing false information.



**Media ecology:** the science of the study of media environment as a human habitat, a section of spiritual ecology, which discusses the basic principles of media repertoire, media insight; creating a kind of immunity against low quality of media texts, introduction to media culture, mastering the spiritual, moral and aesthetic evaluation criteria media texts.

**Media education:** the area in pedagogy and the process of personality development on material of mass communication (media). The result of the media education is media literacy / media competence. Media education is related together with the knowledge of how to create and apply media texts and the development of analytical skills for interpretation and evaluation of their content. As an outcome of this process, media literacy helps a person to actively use the possibility of the information field of television, radio, video, cinema, press, Internet. The content of media education: the basics of art in the media sphere (types and genres of media functions media in society, media language, history, culture, etc.), information on the main areas of application of theoretical knowledge (professional media, amateur media sphere, media distribution channels, media clubs, leisure establishments, educational institutions, etc.), practical creative media tasks.

**Media education center:** the institution for media literacy / media competence development, which includes complex exhibition and classes, studios, library, etc. Media center may include media / film club with collective discussions about media texts (sometimes with the participation of their authors).

**Media education classification:** on the objectives (professional and mass, i.e. non-professional); on the degree of organization (formal, non-formal and informal); by types of educational institutions (basic and additional); by the presence of specific integration (integrated, special / specialized / offline); by subject-content localization (objective, inter-subject and multidisciplinary); on the implementation of forms (active, passive, mixed); on the level (pre-school, primary, secondary, vocational) and postgraduate (masters, postgraduate, doctorate).

**Media education functions:** information-communicative, educational, informative, correctional, social, psychological, cultural, aesthetic, ethical, practice-oriented, and others.

**Media education methodology:** learning the basics of the theory of media culture (including variability, dialogical forms of teaching and learning and requirements for the components of the educational process).

**Media education methods:** methods of work of teachers and students, through which purpose of media education achieved. Typical methods: verbal (story, lecture, conversation, mutually enriching dialogue, discussion, analysis, discussion, etc.); visual (viewing of audiovisual material); reproductive, research, heuristic, game (simulation of artistic and creative activities, etc.); These methods based on the following didactic principles: sociocultural creative personality development in the educational process, linking theory with practice, visibility,

transition from education to self-education, communication training with the surrounding reality, positive emotional background, taking into account individual characteristics of students.

**Media education models:** education and information models, based on cultural, aesthetic, semiotic, socio-cultural and others theories: practical-utilitarian models (practical study and application of media technologies); aesthetic models (focused primarily on the development of artistic taste and analysis of the best works of media culture) based mainly on aesthetic / artistic and culturological theory of media education; sociocultural model, based mainly on sociocultural, semiotic, ethical media education theory and the theory of the development of critical thinking.

**Media education space:** the reality, organized and managed by a single generated concepts, approaches and mechanisms for the implementation of an overall strategy formation, development and the achievement of the objectives to raise the cultural, media educational and professional levels of subjects, united on a common information and technological basis for maintain training and education of selected subjects space. Related concepts: media space, information and educational space.

**Media education tasks:** training for correctly reading the media text, develop the ability to perceive and reasoned assessment information, develop independence reasoning, critical thinking, preferences, aesthetic taste; integrate the knowledge and skills, obtained in various training classroom, in the process of perception, analysis, and creative activities. It is possible to distinguish among the main tasks of media education: developing the capacity for critical thinking / individual autonomy; development of abilities to perceive, identify, interpret, decoding, assessment, understanding of media texts; development of knowledge of social, cultural, political and economic implications of the functioning of the media in society and media texts, preparing people for life in a democratic society; development of communicative abilities of the individual; a person trained to express themselves with the help of the media, experiment with different ways of technical use media to create media products / texts; to give knowledge on the theory and history of media and media culture (including key concepts such as media agency , category, language, technology, representation, media audience).

**Media education technologies:** a set of methods, techniques, ways to build pedagogical conditions for effective media literacy education of various age groups, methods of construction activity with the use of media for achieve educational goals.

**Media educational environment:** multifaceted holistic, psychosocial media reality, providing a set of necessary pedagogical conditions of modern learning technologies and software and methodological tools of learning that are based on modern information and media technologies, providing support and cognitive activity access to information and media resources.

**Media effects:** various types (psychological, ethical, aesthetic, therapeutic, and others.) the impact of media and media texts to the audience. Analog: information effects.

**Media environment:** a set of technical and program storage means, processing and transmission of media texts, providing certain conditions of operation and the implementation of its objectives; reality that submerge people in the contact with the media.

**Media focus group:** the audience selected by certain criteria for the study of reaction to the information, media text, etc. Methods of data collection: the studies of reactions, opinions depend on the specific goals.

**Media functions:** information, cognitive, social, psychological, regulatory, acting, cultural studies, prognostic, manipulative, entertainment and others.

**Media fundraising:** formation of media project budget from different sources (public, sponsorship, grants, personal, etc.).

**Media genre:** a group of media texts, allocated on the basis of similarities of their internal structure (tragedy, comedy, drama, romance, horror, thriller, interviews, reports, etc.).

**Media image:** a specially created media image (human, object, phenomenon) in order to promote, advertising, etc.

**Media language:** a set of tools and media techniques of expression and communication.

**Media library (mediatheque):** an institution or a structural unit of the institution, which includes a set of Fund of media texts in any media, and a variety of information, hardware, multimedia; disposes complex equipment for storage and media reception, a reading room, where established favorable conditions for the development of media literacy |media competence.

**Media literacy:** the results of the media education process, i.e. abilities to select, use, perceive, create, analyze, evaluate and transmit media texts (messages), to understanding of the socio-cultural and political context the functioning of the media, etc.

**Media literacy education center (media studies center)** is education and research center, the main tasks which are: study and analysis of media literacy education experience; development of theoretical and methodological foundations for the media education literacy (concepts, methods / technology approaches / solutions, set out in the specific mechanisms projects, problems); development of the financial basis of media literacy education research and development through the use of fundraising, extrabudgetary funds and innovation; establishing a scientific basis for monitoring levels media competence audiences of different ages; creation of scientific and methodological basis for the development of media literacy education and media competence of the younger generation, first of all - students, future teachers; interconnection and unity of educational and scientific processes, that is, provision of training qualified and scientific-pedagogical personnel) based on the latest media education technology; scientific

conferences and seminars media education, advertising and propaganda activities; the development of new, progressive forms of innovation activities, scientific cooperation with academic, educational institutions associated with the topic of media literacy education and media competence (including examination of scientific and media education and the innovative projects, doctoral and master's theses), foundations and other entities for the purpose of joint decision of the major scientific and educational problems in the field of media education; expansion of the international scientific and educational cooperation with educational institutions and organizations of foreign countries in order to increase participation in the global system media literacy education and research in the field of media, media culture, media competence.

**Media logo:** a symbolic, stylized emblem media companies, agencies.

**Media manipulation:** system and methods of media influence on the audience in order to impose any ideas, opinions or misleading.

**Media marketing:** the strategy, the system management planning, financing, production, dissemination, analysis capabilities and tastes of potential consumers; advertising, pricing and selling of media products, media texts, based on a comprehensive analysis of the market.

**Media measurement:** the process of obtaining Data on the number and structure of media audience granted to a certain period of time and place. Measurement viewers, for example, based on information on viewing television with special instruments-sensors attached to television sets and automatically fixing channel number and the duration of its inclusion.

**Media merchandising:** part of advertising campaign, including the release of related products, pertaining to media texts and media event, their distribution, sale.

**Media message:** information transmitted on media channels.

**Media monitoring:** the collection of information, sociological data on the media and media audiences (regular observations, surveys, tests, etc.).

**Media pedagogy:** a special pedagogical branch, the science about media education and media literacy.

**Media perception:** a person's ability to identify in a media sense, shaped the relationship between the units of the media narrative (events, scenes, episodes, frames); establishment the conflicts, climaxes, feelings, values, associations; determine their relationship to the views of the authors of media text. A similar concept: audiovisual perception, visual perception, information perception.

**Media piracy:** counterfeit / illegal duplication, demonstration, sale of media texts. A similar concept: video piracy.

**Media planning:** the ability to economically and efficiently spend funds planning advertising in different media.

**Media propaganda:** system techniques and methods of media impact on the audience with purpose of active, offensive imposing any ideas, opinions, judgments.

**Media psychology:** a special Psychology branch, investigates the psychological patterns of processes the functioning of the media in society and psychological aspects contents of media texts of different types and genres.

**Media representation:** rethinking, interpretation of reality in the media text.

**Media safety (media protection):** the ability of the state, society, social groups, personality provide sufficient and secure resources, and media streams for life support, sustainable operation and development of appropriate structural formation.

**Media stereotypes:** schematic, average, habitual, stable notions of genres, social processes / events, ideas, people, dominate in the media texts, designed for mass audience.

**Media studies (medialogie):** the science that studies humanitarian aspects of the media, the nature, form, their results and impacts on society. Related concepts: communication studies, communication theories.

**Media technologies:** the methods for creating media texts using complex media technology.

**Media terrorism:** purposeful, planned, systematic use of the media opportunities to create and replicate feelings of fear (worry, anxiety) and their distribution in media space for the purpose of manipulating public consciousness.

**Media text (media message, media construct):** message, contained in any form or genre of the media (newspaper article, television show, video, film, etc.).

**Media text analysis:** the study, interpretation media text of a particular type and genre. The types of media texts analysis: content analysis, structural, autobiographical, iconographic, semiotic, identification, ideological, philosophical, aesthetic, ethical, motivational, cultivation, hermeneutic, analysis of media stereotypes, characters, etc.

**Media text conventions:** the code, the conventional method of notification about the specific meaning of this or that part of a media text.

**Multimedia:** a set of technical /computer / software, synthesizing, often online, text, image and sound.

**Multimedia technologies:** methods for preparing electronic documents, comprising visual and audio effects, a variety of multiprogramming cases under the unified management of interactive software.

**Music library (sound library):** private or public collection of audio texts (including electronic form). Related concepts: library, media library, film library, photo library, video library.

## N

**Narrative analysis of media text:** analysis of the plots of media texts. This analysis is closely linked to the structural, mythological, and semiotic other types of media and media texts analysis.

## P

**Pedagogical diagnostics in the information, audiovisual and media area:** identification of levels information literacy, audiovisual literacy, media literacy, media competence with the use of questionnaires, tests, creative assignments, etc.

**Philosophical analysis of media and media text:** analysis of the philosophical aspects of the media sphere and media texts.

**Photo library:** private or public collection of photos, slides (including electronic form). Related concepts: library, media library, film library, video library.

**Portfolio:** a systematic collection of media texts, grouped according to thematic, chronological or different principle. Effectively used in the process information and media education.

**Practical approach (technology approach, hands-on making approach) in media literacy education:** The theoretical basis is adapted theory of *uses and gratifications*" in media area (for example, children have interest in media technology, and teacher must be positive to these needs: to teach them to take pictures, shoot movies on film, create Internet sites, etc.). Practical media educators believe that the problem of the influence of media on the audience is not key, the main thing is to teach students (or teachers) practical use of media.

**Print text:** message (articles in press, books, etc.) in any type and genre, intended for simultaneous perception of the audience.

**Protectionist approach in media literacy education (injection, vaccination, inoculatory, hypodermic needle, civil defense approaches):** its basis is the protectionist media theory: safety from harmful media effects, or the theory of *cultural values* (meaning that the negative the effects of the media opposed to eternal values classical cultural heritage. It is assumed that the media has very strong direct, mostly negative impact on audience. The audience consists of a mass of passive consumers who, as a rule, cannot understand the essence of a media text.

## R

**Rhythm:** one of the means of formation in media text, based on the legitimate repeatability in space or in time through certain elements commensurate intervals.

## S

**Scene:** part of a media text, limited place actions.

**Screen art:** art, built on visual and sound images. Related concepts: cinema / film art), video art, audiovisual art, media art.

**Screen image (audiovisual image):** materialization of the concrete type in particular audiovisual, spatiotemporal form of the media text.

**Script (scenario):** the literary basis of media text.

**Semiotic analysis of media text:** analysis of the language of signs and symbols in media texts; the analysis is closely related to the iconographic analysis. Semiotic media text analysis for training purposes based on the semiotic theory of media education (semiotic approach, *décodage des médias*).

**Semiotic approach in media literacy education:** This theory is based on the works of media semiotic theorists. The main contents of semiotic media education are codes are grammar of media text, media language, and teaching strategy is learning the rules of decoding media text, descriptions its contents, associations, language features, etc. (denotation / connotation).

**Shot:** the basic unit of the structure of the audiovisual work, one piece of media text, and starting ending with a junction with another piece of establishing shot; long shot, medium shot.

**Social and cultural approach in media literacy education:** theoretical framework is based on two components - culture studies (the need for education as a result of the development of media culture) and sociological (as a result of awareness of the importance of education in the social role of the media).

**Stereotypes analysis of media texts:** identification and analysis of the stereotypical image of people, ideas, events, scenes, topics, etc. in media texts.

**Story (plot):** chain of events in the story of a media text.

**Storyboard:** frame planning media text at the preliminary stage of its creation.

**Structural analysis of media and media text:** analysis of systems, relationships, forms of media culture, media texts structure.

**Subject of media education:** human interaction with the media, media language and its use in society, the media and its functioning in society, knowledge of the system and skills necessary for full human perception and analysis media texts for socio-cultural development of creative personality.

**Symbol** denoting a different meaning, image of an object that has several meanings.

## T

**Target audience:** agency selects a certain group people in contact with the media texts on any grounds (age, social, educational, racial, gender, national, etc.) in order to maximum media exposure (for example, advertising).

**Theological approach in media literacy education:** The theoretical basis here is close to the theological media theory. It is assumed that media can form certain spiritual, ethical / moral, values, principles audience (especially minors). The main goal of the theological media education: attach audience to a particular pattern of behavior, to value orientations, corresponding to one or another

religious tenets. Educational strategy is based on the study of theology, philosophical and ethical aspects of the media and media texts. That orientation value depends on specific religious context, with significant differences for Christian, Muslim, Buddhist and other faiths.

**Topic (subject):** the content of the action, meaningful plot of media text.

## U

**Uses and gratifications approach in media literacy education:** the theoretical basis here is the theory of use and satisfaction in the media (the effect of media audience is limited, people are free to choose and evaluate media in accordance with their needs). This concept completely opposite of *injection / safety*. If *injection approach* is focused on negative influence of the media, *uses and gratifications approach* is focused on its positive, useful effect.

## V

**Video:** electronic equipment (video camera, VCR, a projector, a monitor, etc.), special film, tapes and discs, allowing recording and display audiovisual media texts in different formats.

**Video art:** the art of creating media texts in video format.

**Video clip (music video):** a short audiovisual media text (advertising, music, etc.).

**Video creativity:** the creative process activities in the field of video and its substantive results; interrelated processes of projective and video activities. Related concepts: media arts, audiovisual work.

**Video library (videothèque):** private or public collection, video fund audiovisual text, video text. Related concepts: media library, library, music library.

**Video piracy:** counterfeit / illegal replicating and demonstration of audiovisual media texts. A similar concept: media piracy.

**Video text:** audiovisual or video message, contained in any form or genre. Related concepts: audiovisual text (audiovisual message), media text (media message).

**Virtual memory:** a set of programs and storage devices in the computer.

**Virtual reality:** representation / rethinking the real world using a computer and (multi) media.

**Visual Art:** art, built on visual images. . Related concepts: cinema / film art, video art, screen art, media art.

**Visual communication:** a way of relations, transmission of visual information, including media (visual, group, mass, interpersonal, intrapersonal, remote, contact, conflict, culture, intercultural, social, pedagogical).

**Visual creation:** the process creative activities in the visual field.



**Visual culture:** a set of material and intellectual values in the field of visual media, as well as their historically determined system reproduction and functioning in society; towards audience visual culture can act as a system levels of development of the human personality, able to perceive, analyze, evaluate visual media text, engage visual media arts, to acquire new knowledge in the field media. Analogues: video culture, film culture, media culture, audiovisual culture.

**Visual educational media:** the technical means and visual texts designed for educational purposes.

**Visual language:** a set of tools and methods of expression and visual communications.

**Visual literacy:** the ability to analyze and synthesize spatiotemporal visual reality, the ability to read the visual media text, to use visual equipment, knowledge of the basics of visual culture, that is the result of visual education. Related concepts: audiovisual literacy, information literacy, media literacy, media competence.

**Visual perception:** the ability to person to identify in a media sense, shaped the relationship between units of visual storytelling, etc. A similar concept: audiovisual perception, media perception, information perception.

**Visual text:** message (picture, mute movie poster, etc.) in any type and genre, intended for simultaneous visual perception of the audience.

**Visual thinking:** creative activities based on emotional and semantic correlation and shaped generalizations parts of the visual text.

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***Some Russian Media Literacy Education webs:***

*Science encyclopedia "Media Education and media culture"*  
*Open Media Education Library (Russian and English versions)*  
<http://http://mediaeducation.ucoz.ru/>

*Media Education Journal*  
<http://www.mediagram.ru/mediaed/journal/>

*Information Literacy and Media Education*  
<http://www.mediagram.ru>

Fedorov, Alexander. Media Education Dictionary: Media Education, Media Literacy, Media Studies, Media Competence. Moscow: ICO "Information for All", 2014, 30 p.

The short dictionary, compiled by Prof. Dr. Alexander Fedorov (on the base of the scientific literature and practical experience of scientific and educational centers) gives the current terminology relating to the basic models, the dominant theoretical concepts, goals and objectives of media education, media education, media literacy, media studies, media competence.

Keywords: media education, media literacy, media competence, media studies, media education center, terminology, dictionary.

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