An Evaluation of UNESCO Media and Information Literacy Curriculum for Teachers

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Masato WADA
Tokyo Gakugei University, Japan
Outline

Background

1. UNESCO Media and Information Literacy (MIL) Curriculum for Teachers

2. Japanese students dislike critical analysis for media education

Research questions

Is comparative analysis effective for media education in Japan:

1. Do students have high motivations on movie comparative analysis?

2. Is a motivation high on movie comparative analysis as well as on a movie product?
Background 1: Media and Information Literacy (MIL) Curriculum for Teachers, UNESCO
Media and Information Literacy Curriculum for Teachers
The UNESCO MIL Curriculum and Competency Framework combines two distinct areas – media literacy and information literacy – under one umbrella term: media and information literacy. It moves from what the terminologies mean individually, as shown in Figure 1, to a unified notion that embodies elements of both media literacy and information literacy and conveys the aims and objectives of MIL.

**Figure 1: Key Outcomes/Elements of Media and Information Literacy**

**Information Literacy**
- Define and articulate information needs
- Locate and access information
- Assess information
- Organize information
- Make ethical use of information
- Communicate information
- Use ICT skills for information processing

**Media Literacy**
- Understand the role and functions of media in democratic societies
- Understand the conditions under which media can fulfil their functions
- Critically evaluate media content in the light of media functions
- Engage with media for self-expression and democratic participation
- Review skills (including ICTs) needed to produce user-generated content

On the one hand, information literacy emphasizes the importance of access to information and the evaluation and ethical use of such information. On the other hand, media literacy emphasizes the ability to understand media functions, evaluate how those functions are performed and to rationally engage with media for self-expression. The MIL Curriculum and Competency Framework for Teachers incorporates both ideas. Various definitions or conceptualizations of media literacy and information literacy education point to competencies that emphasize the development of enquiry-based skills and the ability to engage meaningfully with media and information channels in whatever form and technologies they are using.

There are two main schools of thought emerging about the relationship between these converging fields – media literacy and information literacy. For some, information literacy is considered as the broader field of study, with media literacy subsumed into it, while for others, information literacy is merely a part of media literacy, which is seen as the broader_________1 Adapted from Ralph Catts & Jesus Lau, 2008.
2 ICT skills or digital literacy have not been highlighted here on purpose. The intention is not to communicate any lesser importance of ICT but rather to recognize that this subject has been sufficiently dealt with in the UNESCO ICT Competency Standards for Teachers, 2008.
However, an international expert group convened by UNESCO has pointed out the distinctions, as well as linkages, between media and other information providers. Consider the following terminologies being used by various actors around the world:

Figure 2: The Ecology of MIL: Notions of MIL

- Media literacy
- Information literacy
- Freedom of expression and information literacy
- Library literacy
- Computer literacy
- Internet literacy
- Digital literacy
- Cinema literacy
- Games literacy
- Television literacy, advertising literacy
- FOE and FOI Literacy
- Computer Literacy
- Digital Literacy
- Internet Literacy

There are obvious relationships among these notions (see Figure 2). Not all of these linkages are explained in this framework document. However, some are the subject of related activities in the introductory module (Module 1) of the MIL Curriculum that UNESCO has produced. The salient point here is that, as teachers become more knowledgeable about the MIL field, they will come across these terms and should at least be conversant with them.

Many of these terminologies continue to be the subject of lively debate and are applied differently, depending on the professional context or cultural practice of the communities of those who use them. Globally, many organizations use the term media education (ME), which is sometimes accepted as covering both media literacy and information literacy. UNESCO's use of the term MIL seeks to harmonize the different notions in the light of converging delivery platforms.

This UNESCO model MIL Curriculum and Competency framework for teachers is intended to provide teacher education systems in developed and developing countries with a framework to construct a programme for turning out teachers who are media and information literate. UNESCO also envisions that educators will review the framework and take up the challenge of participating in the collective process of shaping and enriching the curriculum as a living document. For this reason, the curriculum focuses only on required core competencies and skills which can be seamlessly integrated into existing teacher education without putting too much of a strain on (already overloaded) teacher trainees.
Students learned Module 3 and Module 4 in MIL Curriculum

MODULE 3: REPRESENTATION IN MEDIA AND INFORMATION

MODULE 4: LANGUAGES IN MEDIA AND INFORMATION
Background 2: Japanese students dislike critical analysis

A critical analysis is an important method to learn media education, but “critical” is a negative word for Japanese.

Japanese student understands that:

Student have to deny his/her favorite media in a critical analysis. Because that media is wrong and he/her has to find the wrong parts of the media.

So, student dislikes a critical analysis.
Ms Kelly Peacey taught media education in her class on QUT in 2007. She compared USA’s Nikita and France’s. She pointed out the difference in media language and representations of both movies.
Do Japanese students like the movie comparative analysis?

Are there any effects of that analysis?
Research questions

Is comparative analysis effective for media education in Japan?

I researched student’s motivations on comparative analysis of movie and evaluated the MIL curriculum.

1. Do students have high motivations on movie comparative analysis?

2. Is a motivation high on movie comparative analysis as well as on a movie product?
1) 42 undergraduate students, pre-service teacher training students, were divided 6 groups and picked up movie/drama.

2) They compared Japanese version movie/drama and foreign version’s with MIL Curriculum, Module3 and 4.

3) They made a presentation in class and wrote a comment on BBS.

4) They answered ARCS motivation model*scale (4 motivations, 9 point scales).

*ARCS motivation model(Keller,J.M.1983)
Students compared Japanese version movie/drama and foreign version’s

- Godzilla: Japan vs. Korea
- Shall We Dance? Japan vs. Korea
- Japan: Sekai no Cyuushin de Ai wo Sakebu
  Korea: Crying out Love, in the Centre of the World
- Korea: 美男이시네요 (미남이시네요)
  Japan: Ikemen desu ne
- Japan: Hana Zakari no Kimitach e (Hana-Kimi)
  Taiwan: For You in Full Blossom
- Japan: Hana yori Dango
  Korea: Boys over Flowers
One student group compared Japanese drama, Hana yori Dango and Korean drama, Boys over Flowers.

Hana yori Dango & Boys over Flowers are senior secondary school drama.

One girl and four boys are main characters. The original of the drama is a Japanese manga.

Students picked up the first 5 minutes movie from dramas and compared two movies per 30 seconds with media languages and representations.
Sound

- Japanese: only sound
- Korean: sound + music
The eyes of Mao INOUE, a girl, one of the main characters, are closing up.

In studio on KBC (Korean Broadcasting Company)

TV news: Announcers say, “Korean Shinghua company group became the biggest sponsor of London.

On the top of the building of the school, one of main characters, the girl, talks to the boy who is bullied.

Four boys, main characters, come in the hall of the school.
Student’s comments on BBS

It is easy to understand the difference of dramas that you compared sound and shot detail. I was surprised that main character did not appeared soon in Korean drama.

I had seen Japanese drama. I am very interested in Korean drama, it reflects korean's culture and a way of thinking. I see korean's culture in sound and the screen structure. An expression methods of two dramas are different.

It is easy for me to understand that the movie comparisons per 30 minutes are summarized.
Conclusion 1: Students have high motivations (four motivations’ mean scores were seven points) on movie/drama comparative analysis.
Research questions

Is comparative analysis effective for media education:

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Every student made a slideshow movie of The Great East Japan Earthquake on 11th, March 2011, and they answered the ARCS motivation scale.
Conclusion 2: **Attention** and **Satisfaction** on movie comparative **analysis** are high as well as on a movie **product**.
Conclusion

1. Students had high motivations on movie comparative analysis.

2. Attention and satisfaction are high on a movie comparative analysis as well as on a movie product.

MIL Curriculum for teachers is effective for media education for Japanese students.