



## ***ECML***

### ***Statement of Educational Philosophy***

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## Summary

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Why media literacy? In a world where technology has become part of everyday life, the education to media is an urgent issue that must be defined and developed.

## Document History

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### *Version History*

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<b>Version</b>	<b>Status</b>	<b>Date</b>	<b>Author(s)</b>
0.1	First draft	06/10/04	Claudia Alborghetti (UCSC)
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### *Summary of Changes*

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<b>Version</b>	<b>Section(s)</b>	<b>Synopsis of Change</b>
0.1	All	Creation of the document
0.2	Last section	Creation of the last paragraph
0.3	All	Final revision
1.0	4	Final document

### **Note**

Reviews after final document delivery (Version 1.0) to the project may or may not result in modifications to the document. If modifications post review are necessary, then the first version of the resultant document is 1.1.

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## 1. Objective of this Document

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This document focuses on the educational philosophy for media literacy: it delves into a brief description of what media literacy is today and its approach to the universe of education in modern society. May it be useful? May it bring about a deep revolution to today's teaching methods? What are the strongest points of media literacy and why is it necessary?

## 2. Introduction

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Education, learning and society are the three main aspects that define personality. Every individual has been a student and a teacher, either at school, at work or in his/her private life. The means of teaching and learning have developed thanks to the introduction of media (television, DVD, computers, internet, CD, etc.) that changed the everyday life of people throughout the world. Media helped people broaden their horizons and better understand the reality that revolves around them. Though useful in many areas, media must be approached with caution: as every other means of global communication created by human beings, it may be biased and influenced in order to manipulate thoughts and actions. This is where education, media education in particular, must operate: forge students' minds in order to help them know how to use one of the most powerful tools of this century and become aware of its pros and cons.

## 3. Content

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### 3.1 Background: how should we interpret the European survey on media literacy?

Thanks to the state of the art analysis carried out by University of Tampere (UTA), directed by Prof. Varis it is possible to have a broad overview on the study carried out by researchers during the years 2002-2003 on image education and media literacy in Europe, all 15 countries taken as samples have introduced (or are slowly introducing) media as a means of education at school. If we look closer, the supportive factor of such revolution is the interest and curiosity of people in every aspect concerning media. This means there is a slow but growing recognition of their value, especially as a new approach to teaching and learning.

On the other side, public administrations, traditions and the lack of competent teachers are obstacles that must be overcome if media have to be introduced in the world of school. The last two aspects are closely linked one to the other since tradition is nothing but the old teaching method (written word) that causes scepticism from teachers when it comes to introducing new and multimedia forms in class.

The European scenario seems well defined: curiosity and interest in people must be spurred to ensure a strong support to media in order to understand their use and employment in education. As a consequence, public bodies may recognise in the long term to what extent media may be used for promoting the economy and history of a country through citizens that have developed a critical and creative sense thanks to media education.

### 3.2 Purpose of media education at school

According to the Council of Europe report, media education should be aimed at children, parents and teachers and should be a life-long process. Therefore, media education aims at creating a critical approach to the new global world that is spreading through the constant information conveyed by technology.

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First of all it is fundamental to teach **how to use media tools** offered by schools, namely computers, which incorporate almost every aspect of media world: CDs, DVDs and through the internet it is possible to connect to radio stations and television channels. Teachers become the pivotal point of such “Educational Revolution” and “Knowledge development through education” which advocates the ability to develop a new way of thinking and creating through media. After this awareness process, the successive step involves **understanding how society uses media and for what purposes**. It is important to guide students through the labyrinth of information that lies beneath technology, in this way they will slowly develop a state of mind suitable for the next step: **the critical approach**.

For this stage a stable background is necessary and teachers have to exploit all their experience and abilities to lead students on the right track by helping them form critical thoughts and actions. The last stage involves the natural development of the critical approach: **creation**. The strength of media is the chance for everybody to **confront** with other people, other cultures and traditions. It is a constant growth both in thought and experience that makes us understand why media education should be a life-long process. Without a painstaking learning there is no creative thought.

### 3.3 Vision

The word education is always linked to school and books. This vision has been changing through the years thanks to technology that helped people live easily. With the introduction of media, education is now able to include areas that only 50 years ago were unreachable. The vision of media education is to enrich students’ and teachers’ background as well as provide tips for future teaching/learning development by helping them use their knowledge applied to media. M-learning (that stands for *mobile* learning, learning-on-the-move every time, everywhere) is the *fil rouge* that intertwines different cultures and experiences by creating a unique basis for knowledge for people from all over the world.

### 3.4 Mission

The **mission** of introducing media literacy into European schools is to train people, the young ones in particular, **how to approach, understand, analyse and develop media tools**. It must be pointed out that this education is not limited to school (which is indeed a good starting point), but stretches through the whole life of people. Philosophy of education is also a philosophy of life, where individuals learn to find their place into society and choose how to interact with it, always respecting other people’s ideas. A mission of understanding and constant formation that may break the ground in media education for new generations of children, parents, students and teachers.

### 3.5 Educational Philosophy for media literacy

An educational philosophy helps in focusing on why you make the decisions you make when you plan for your lessons and implement them. Through the establishment of a philosophy, you will see more clearly the goals and values. The Educational Philosophy is a description of goals and beliefs as a teacher, educator, or coordinator.

The educational philosophy for media literacy is a statement of PERSONAL beliefs and how these will be put into action using media in a classroom - the philosophy is not a theoretical essay on education but an action plan.

Educational philosophy will change as a teacher, educator, or coordinator mature in the profession and gain further experiences.

In developing an Educational Philosophy for media literacy some of the items you may wish to address include:

- the purpose of education
- the role of the student in education

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- the role of the teacher in education
  - the role of the teacher in the community

## 4. Conclusion

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To sum up, the European Center for Media Literacy advocates a philosophy of “Educational Revolution” and “Knowledge development through education”.

This philosophy incorporates three important concepts:

### **1. Media literacy is education for life in a global media world.**

#### **2. The heart of media literacy is informed inquiry.**

*Access* information from a variety of sources.

*Analyse and explore* how messages are "constructed" whether print, verbal, visual or multi-media.

*Evaluate* media's explicit and implicit messages against one's own ethical, moral and/or democratic principles.

*Express or create* their own messages using a variety of media tools.

### **3. Tuning in to media as literacy for the information age.**