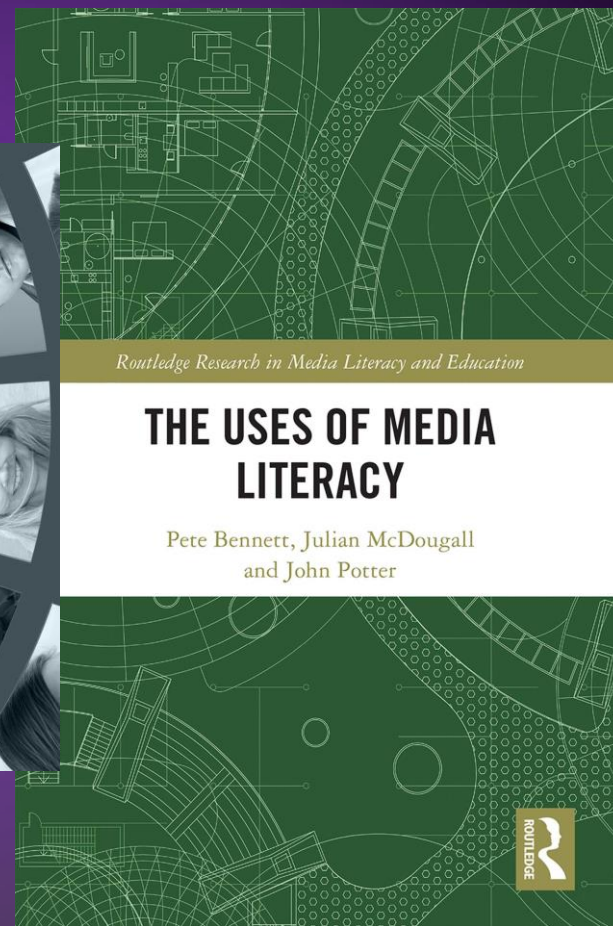


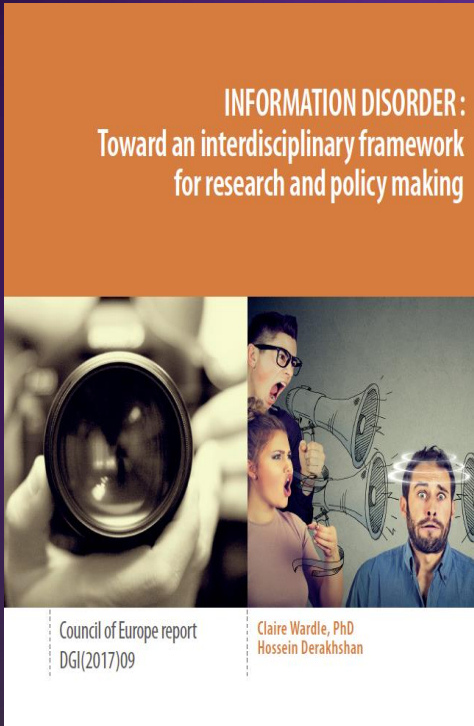
# The importance of teacher education and training in digital and media literacy



BEYOND SOLUTIONISM FOR A THEORY OF CHANGE

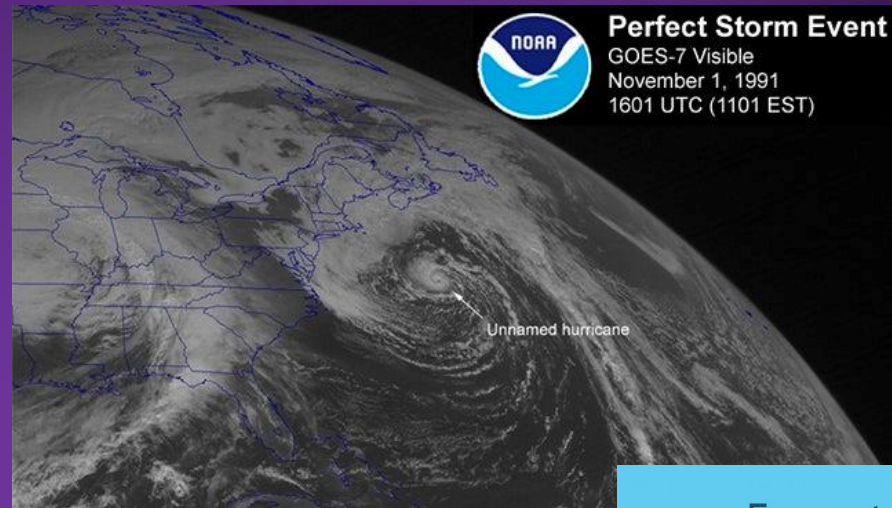
# INFORMATION DISORDER, UNHEALTHY ECOSYSTEMS

INFORMATION DISORDER:  
Toward an interdisciplinary framework  
for research and policy making

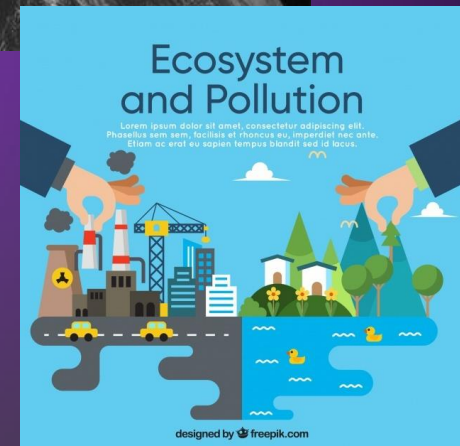


Council of Europe report  
DGI(2017)09

Claire Wardle, PhD  
Hossein Derakhshan



Confusion  
Cynicism  
Fragmentation  
Irresponsibility  
Apathy



Technology + Networks + Austerity + Polarisation + Data + Surveillance + Capitalism + COVID + War + Energy Crisis ..... *we need to be realistic about what we can do about this in schools!!!*

Schools are all about the future, and ...

***YOU CAN'T ORGANIZE THE FUTURE WITH A PLAYBOOK FROM THE PAST...'***

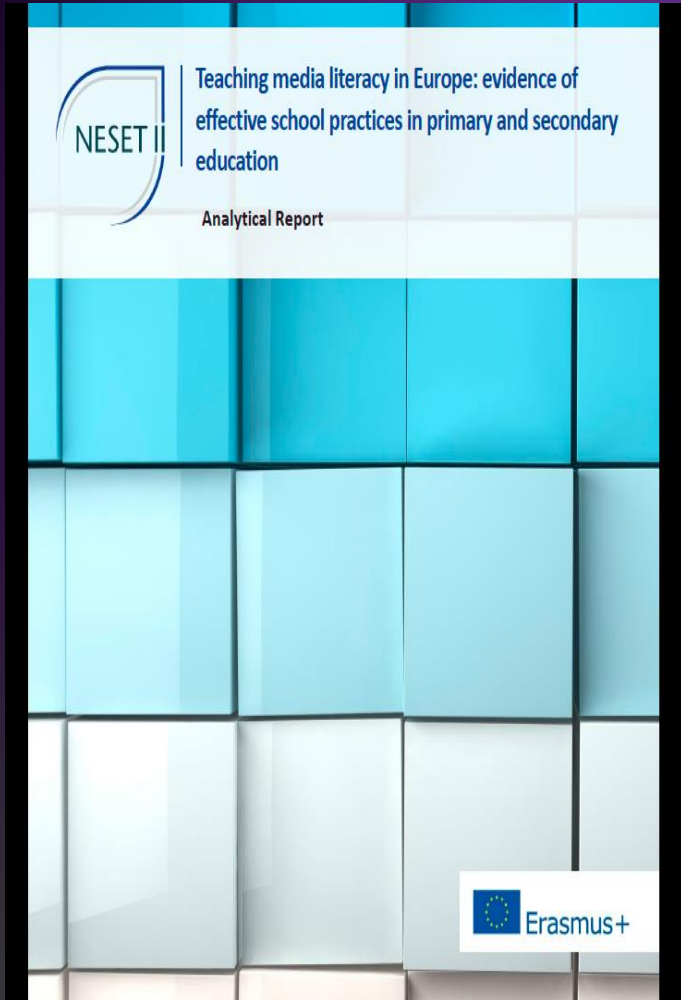
It is the real, and not the map, whose vestiges subsist here and there, in the deserts which are no longer those of the Empire but our own: The desert of the real itself.

Jean Baudrillard

qurefancy

THE  
**ALGORITHM  
LITERACY  
PROJECT**

## THE SITUATION IN EUROPE



Media literacy education is in a fragmented state in schools across Europe.

MLE is not taught as a discrete mandatory school subject in any EU country.

Most EU member States have not adopted a media education curriculum, and schools still largely have autonomy in their decisions about MLE practices.

The only country with a designated (but optional) school subject for Media Literacy left the EU.

Initial teacher education is restricted, often to the point of total absence, by all of the above.

UK – very complicated, not enough time here, but Online Safety Bill – Media Literacy Education bill, DCMS and Ofcom funding for ML + “the strange case of Media Studies,” but ... Government / policy situation is ... *fluid*”.

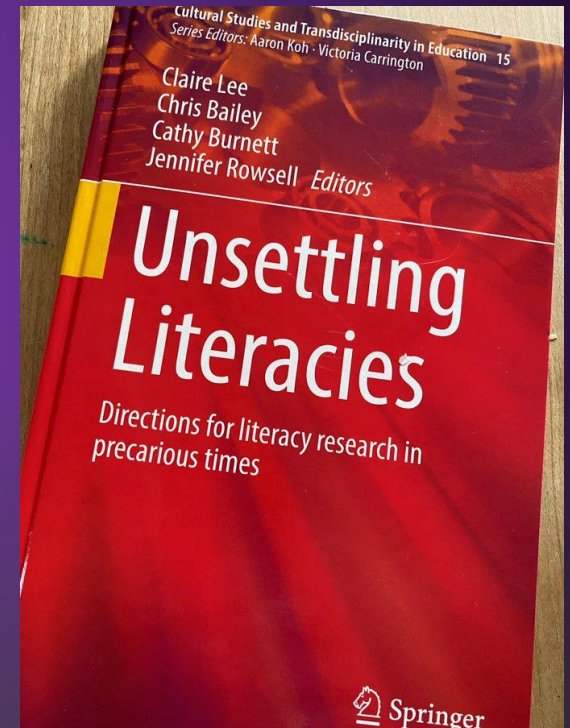
## Training teachers for what? *Beyond Solutionism to a Theory of CHANGE*

Media literacy as the simple ‘delivery vaccine’ for the critical antibodies that would protect citizens from misinformation is complex in the oxymoronic neutrality endemic to this solutionism.

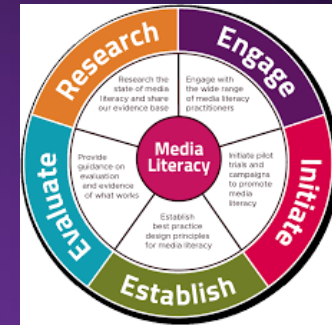
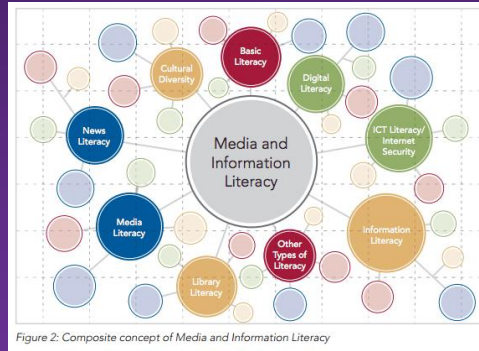
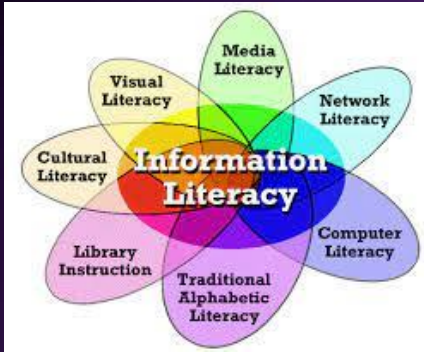
The more agentic uses of media literacy for positive change address the paradox that unhealthy media ecosystems are not caused by a lack of media literacies so much as the toxic uses of them.

Moving beyond solutionism, to work instead with young citizens in local contexts – for the ‘how’ of media literacy – requires the design and sustainable operationalising of a conducive ‘third space’ – where students can bring their everyday, living media literacies into contact with educational critical thinking to ‘unsettle’ them for positive consequences.

It's complicated.



# 'NEUTRAL' COMPETENCE MODELS

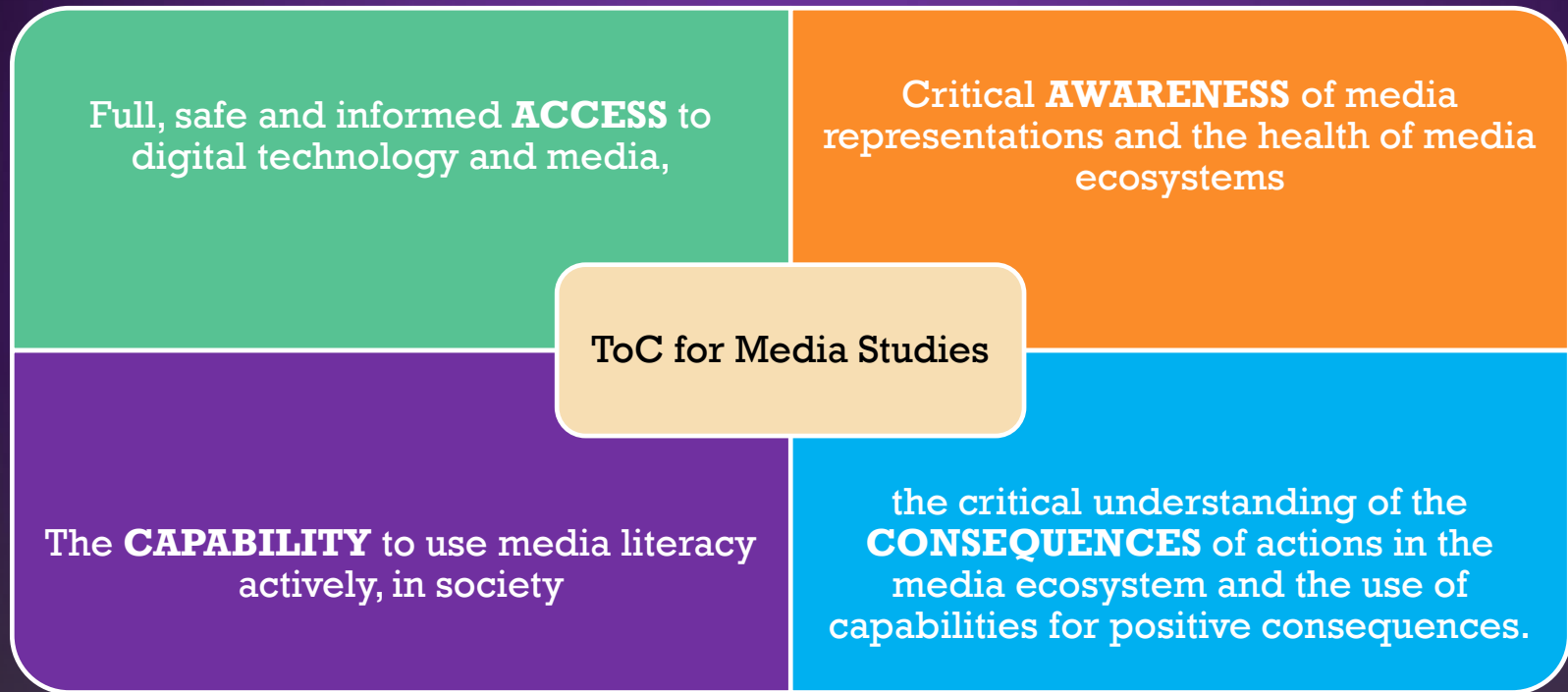


## MEDIA LITERACY INCLUDES:

- digital literacy
- information literacy
- news literacy
- visual literacy
- digital citizenship

DO NOT ACCOUNT FOR THE USES OF (MEDIA) LITERACY ...

# INSTEAD, WE NEED A THEORY OF CHANGE FOR TEACHER EDUCATION & TRAINING FOR (DIGITAL) MEDIA LITERACY IN SCHOOLS – WHAT IS IT FOR?



People who are fully media literacy can demonstrate

## THEORY OF CHANGE

- Full and safe **ACCESS** to digital technology and media,
- Critical **AWARENESS** of media representations and what content and information can be trusted,
- The **CAPABILITY** to use their media literacy actively, rather than as passive consumers
- The critical understanding of the **CONSEQUENCES** of their actions in the media ecosystem and how to use their capabilities for positive consequences.
- The challenge for teacher education is **how to develop CAPABILITY with CONSEQUENCES**. This is more about ethics and social justice than skills or competences.





*Ceci n'est pas une pipe.*

*Magnit*

**AWARENESS**

AWARENESS TODAY = stop and think before sharing on social media, how is the algorithm making me do stuff?

# SAME SKILLS, DIFFERENT MEDIA

## The **ART** of Reading Laterally

To check on the truth and accuracy of a source, before reading vertically, fact-checkers open tabs and practice the ART of reading laterally:

**A**  
**AUTHOR**  
Who is the site/article author - and is there a motive behind the message?  
What can you learn about the author?  
What biases might the author have?

**R**  
**RELIABILITY**  
How recent is the site/article - when was it published or last updated?  
What do other fact-checking sites say about the author and his/her claim?

**T**  
**TARGET**  
Who is the intended audience and why is the author targeting them?  
What does the author want his/her target to believe, take a stand against, support and/or purchase?

**MEDIA LITERACY**

**DIGITAL CITIZENSHIP**

“Lateral readers don't spend time on the page or site until they've first gotten their bearings by looking at what other sites and resources say about the source at which they are looking.” - Web Literacy for Student Fact-Checkers - Mike Caulfield

“Rather than trust the 'about' section, leave the website and research the organization or author” - Common Sense

For more information about media literacy, go to [blogs.egusd.net/digitalcitizenship](https://blogs.egusd.net/digitalcitizenship). © 2018 ELK GROVE UNIFIED SCHOOL DISTRICT



DIFFERENT MEDIA, BUT SAME AWARENESS – “THIS IS (STILL) NOT A PIPE.”



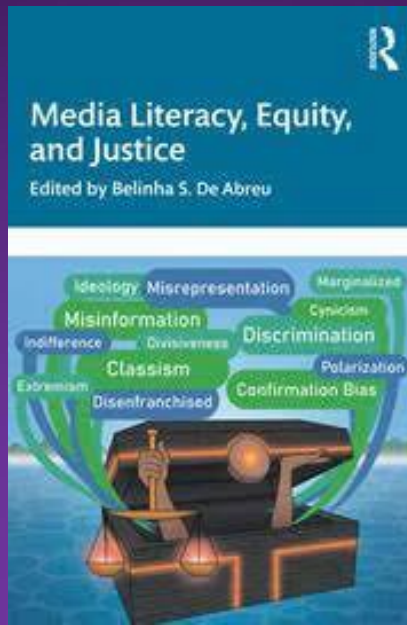
Awareness converts into **CAPABILITY** when we can teach people to be more **MINDFUL** with media and information.

Then, once they are mindful media and information users, we can move on to help them think more critically about the role of media and information as a whole in *their* lives and in *our* society and our country.

The media and information available to them / us is our **media ecosystem**.

When more people read laterally and misinformation reduces, this starts to improve the health of our media ecosystem. This is what we are training teachers to do, in the long term. It's a big deal.

But we also need teachers to motivate a more diverse group of people to produce media ...



~~DISCRIMINATE~~

~~SEXISM~~

# PUSHBACK!

~~RACISM~~

~~INEQUALITY~~

CONSEQUENCES

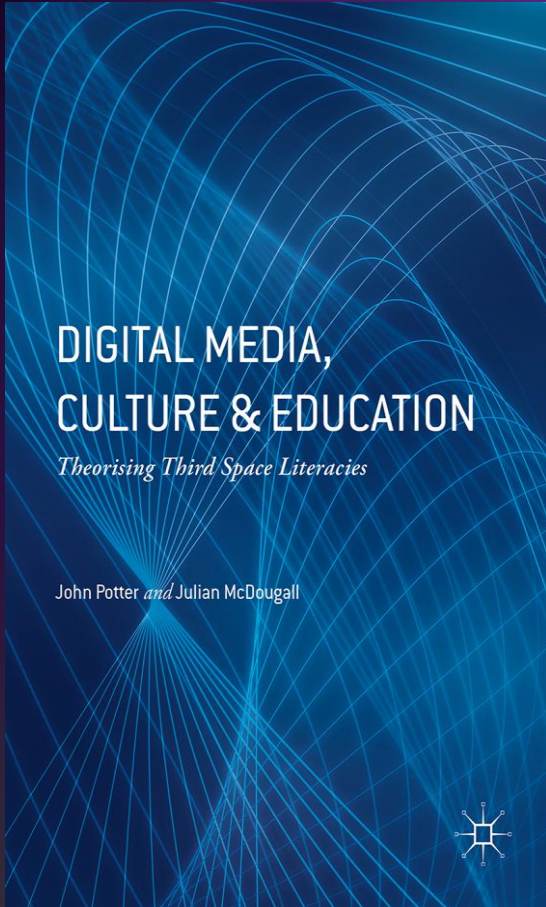


Not training teachers to teach this



It's this, but also training teachers to teach students to make new pipes..

# Dynamic Media Literacy: 'The HOW'



First space – home

Second space – school / education

**Third space – in between**

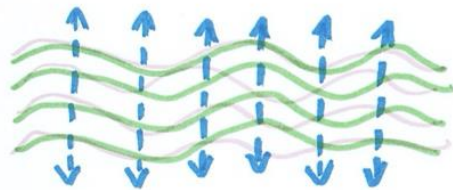
'In between'

- Physical or metaphorical or digital / virtual
- Expertise is exchanged between teacher and student
- Learners bring with them repertoires of literacy and funds of knowledge

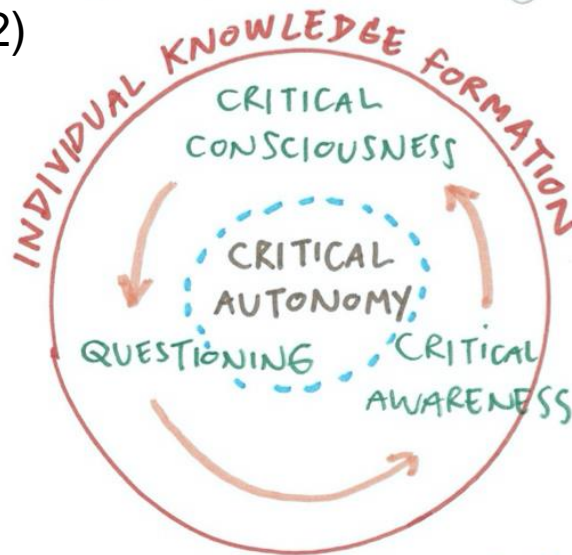
# Chaiveeradech (2022)

## CONTEXTS

- PERSONAL
- FAMILY / DOMESTIC
- FORMAL / EDUCATION
- MEDIA
- CULTURE



TECHNOLOGIES  
& INNOVATIONS



SELF-IMPROVEMENT  
~ BEING LITERATE

MINDSET TRANSFORMATION

MEDIA AWARENESS



DEMOCRATIC  
CITIZENSHIP

CITIZEN  
ENGAGEMENT



KNOWLEDGE-  
BASED SOCIETY



FORMAL & INFORMAL  
EDUCATIONAL  
SETTING



FUNCTIONING  
& CAPABILITIES



SKILLS &  
COMPETENCIES



This understanding of MIL is about much more than fact-checking and is closer to the educational influence of Paulo Freire, whereby people develop and use media literacy competencies according to their environments, needs and available resources.



# Embedding *Dynamic* ML in Schools - Challenges | Opportunities



**Dynamic literacies** offer a sharp contrast with the static nature of the literacy of performative systems, being inclusive of various other liminal, spatial and technological literacies and concerned with the sociomateriality of digital media.

## Dynamic Literacies

In our work with young people, is our framework for literacy: static, agentive or *dynamic*?



When digital media is used to create a **third space** with the effect of transgressing disciplines and traditional ideas about knowledge and expertise...

## Third Spaces

Can we facilitate **third spaces** to work in with young people?



**Curation** is a new form of cultural production and literacy practice. We should recognise the skills, knowledge and dispositions which go with it as a practice and build on them in education.

## Curation

Can we integrate **curation** into the repertoire of literacy skills we acknowledge in our work with young people?

**Our research says...** the challenge is to adapt educational practices to free agentive, social and connected learners from static systems. A static curriculum puts young people at more risk from, propaganda, hate speech, disinformation, fake news, online harms. **Agentive people are less vulnerable.**

## RECOMMENDATIONS :TEACHER TRAINING IN DML WITH A THEORY OF CHANGE

The classroom (not the school) is a potential 'third space' for this kind of literacy work. It can transform within the second space (the school).

In this third space, the digital environment can be navigated in new ways through exchanges of experience and expertise.

School students bring their lived experiences of the digital environment. With support of teachers in this third space, they move through the theory of change.

The classroom becomes the third space in which media literacy converts to capability for young people, with positive consequences in the media and information ecosystem, over time.

So, this is about training teachers to **DESIGN THIRD SPACES**. Less about tech or online safety, more about social justice pedagogy, safe space for critical thinking, imagining a better world.

Teachers are already pretty good at this!



## RECOMMENDATIONS : USING THE THEORY OF CHANGE TO EMBED ML

However, this is a g/locally oriented theory of change for (digital) media literacy education.

We have used it recently in the UK, in all of the countries where BBC Media Action work, in Tunisia, between Turkey and Bangladesh and in Ghana.

In every application, it is differently configured, and this is important because ..



... this approach views media literacy as deeply situated in cultural and geopolitical contexts and, as such, it attempts to avoid more universal and potentially colonial assumptions endemic to media literacy 'solutionism'.



Thanks for listening. My presentation was also *not* a pipe.

[jmcdougall@Bournemouth.ac.uk](mailto:jmcdougall@Bournemouth.ac.uk) @JulianMcDougall