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TeaMLit's Premier Insights: The Media & Information Literacy Landscape

Wednesday Webinar on Teacher Education in Digital Media Literacy
(Part I)

Lucia Mesquita and Ricardo Castellini da Silva, Dublin City University
Lina Pranaityte-Wergin, Heidelberg University

Overview

Intro
About the TeaMLit Project

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The project TeaMLit – Teacher Education in Digital and Media Literacy: Providing Guidance, Resources and Support for Teacher Trainers in Europe, funded by the European Media and Information Fund (EMIF)

The purpose of the project is to establish a value-added and sustainable network providing guidance, resources and support to European teacher trainers in MIL and in so doing, to directly advance students' abilities to tackle disinformation. TeaMLit partners will gather and share knowledge, pilot promising approaches, develop training materials and conduct a large-scale multiplier campaign.

Media and Information Literacy (MIL) Concept

The TeaMLit project considers that Media and Information Literacy (MIL) refers to **interlinked competencies and knowledge** required to access, find, analyse, evaluate and produce media. MIL education aims at developing **people's critical skills for becoming well-informed, empowered and responsible citizens** in democratic, equity- and justice-based societies. The subjects or topics related to MIL might involve but are not limited to critical thinking, dis-/mis-information, (social) media, multimodality, new literacies, online safety, data literacy, conspiracy theories, cyber issues, digital and technology skills, etc.

Report

The main aim of the report is to thoroughly **map, frame and analyse current practices, barriers and opportunities in initial and in-service teacher training and continuing professional development in media and information literacy (MIL)** in Ireland, Portugal, Belgium-Flanders, the German-speaking Community in Belgium, and Germany's Baden-Württemberg

D2.1 Report on findings of Initial Investigations

European MEDIA AND INFORMATION Fund
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Methodology

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The study took a qualitative approach and used mainly literature review as the research method. In order to investigate the current state of **MIL education and training for teachers on a global scale**, the team conducted an in-depth analysis of 155 documents out of 197 sourced from Scopus, primarily from 2018, 2019 and 2020. The analysis was done using NVivo software.

We employed a multi-method approach to understand MIL training in 5 target areas. Initially, we undertook **desk research, analysting academic papers, policies, and institutional websites**. A critical part of this phase was accessing course and module content, such as syllabi, though it was occasionally unavailable. We conducted **in-depth interviews with 25 key stakeholders** across these regions in the concluding phase. This method allowed us to delve into MIL teaching practices, resource availability, and programme backgrounds, offering a comprehensive view of the MIL landscape in each area.

Worldview

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Most educational systems lack a national MIL curriculum or guidance.

- Teacher-specific MIL programs are limited with scarce public information.

Training

- *Pre-Service:* A few examples of pre-service MIL education (e.g., UCLA's CML course).

- *In-service:* lack of comprehensive data, focus on resources over training.

- *Notable initiatives:* Italy's 'Open the Box', Portugal's ALPMJ, Brazil's Educamídia, US's News Literacy Project.

Highlight

There is growing global interest in MIL, but teacher training remains underrepresented. Collaborative efforts like TeaMLit are crucial.

Country Highlights

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US: MIL integrated into Common Core State Standards (CCSS).

UK: Strategy to improve media literacy; Online Safety Bill 2021.

Philippines: MIL in K to 12 and higher education since 2013.

South Korea: MIL in subjects like Korean Language, Ethics, etc.

Brazil: National curriculum with MIL elements; SECOM's public consultation on Media Literacy.

Ireland

Historical Context: MIL gained prominence with BAI's 2016 Media Literacy Policy and the establishment of Media Literacy Ireland.

Policy Changes: Coimisiún na Meán replaced BAI in 2023; its role in media and information literacy is yet to be clarified.

Curriculum: MIL elements spread across disciplines; some elements of Media Literacy are incorporated in the Social, Personal, and Health Education (SPHE) programmes of both Primary and Junior cycles. Media literacy topics also appear in the Digital Media Literacy short course and in Transition Units (TU) that can be used in the Transition Year.

Ireland

Teacher Training: There are improvements in pre-service and in-service MIL training, but the scope remains limited.

Pre-service: 13 Higher Education Institutions (HEIs) that offer courses and modules that touch on MIL-related subjects, most of them only offer these modules as optional for student teachers, and the focus is usually on technology.

In-service: More opportunities for teachers compared to in-service, but it is still scarce. Important role of PDST (Webwise, Arts in Junior Cycle) and independent stakeholders.

Ireland

Challenges & Opportunities: Lack of national strategy, comprehensive teacher training, and formal MIL education in schools; growing interest in MIL training and availability of resources for in-service mostly.

Good Practices: DCU's module on the module 'Social Media, Wellbeing & Society'; Professional Master of Education, Trinity College Dublin; Webwise; Short-course Media Literacy – National Council for Curriculum and Assessment (NCCA).

Portugal

Historical Context: 3 decades of MIL efforts, bolstered by democratic education in 1986; two significant periods: Early media education post-revolution and the rise of digital media in the 2000s.

Policy Changes: *Regulatory Authority for the Media (ERC):* Oversees media compliance and promotes MIL; *Ministry of Education:* Promotes citizenship education; *National Media Education Strategy:* Aims to incorporate e-safety into the curriculum.

Curriculum: The media module is part of the Citizenship and Development subject; *Essential Learning curricula:* Includes digital skills and citizenship; *High-Level-Education Institutions:* Transition of MIL from Education to Communication Departments.

Portugal

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Teacher Training: Limited pre-service education in MIL; more opportunities for in-service training.

Challenges & Opportunities: Fragmented MIL initiatives; most training in MIL is within Communication scholarship; growing academic interest in MIL research.

Good Practices: Group on Media Literacy (GILM); Literacy for Media and Journalism Association (ALPMJ); Master's in Media and Information Literacy and Digital Citizenship, Lusófona; Digital Transliteracies, Coimbra

Germany

Context:

- Over 83 million inhabitants.

- Ca. 8,6 million pupils in schools.

- Less than 800.000 teachers (in 2021/22).

- Ca. 7% of students are studying to become teachers.

- Current challenge – teacher shortage.

Germany

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Teacher Training:

- Differentiated between school types, levels, subjects and *Lands*; 'homeless' and organisationally fragmented.

- Pre-service practical part is organized separately.

- 122 universities where future teachers acquire education.

- CPD must or can be during non-teaching time (often a personal investment of time).

Germany - Baden Württemberg

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Education

- is in an administrative and political responsibility of each individual federal state (16 in total).

- and results in structural and content-related differences in (teacher) education between *Lands.*

- In Baden–Württemberg Land: 26 universities and universities of education.

Germany

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Media Literacy Education

In 2016 the conference of education ministers defined media education as one of six guiding perspectives to be applied in all school types, at all levels and throughout the curricular and in an itegrated manner across all subjects.

Germany

Challenges in MIL education:

- A lot depends on (teacher) educators.

- Pandemic and distance learning exposed:

(a) lack of technical equipment & digital divide;
(b) insufficient preparation of/ support for teachers.

- Rise in peer-to-peer exchange (e.g. Twitter, Apps and workshops).

- Generative AI in teaching and learning.

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Good practices

Institutions for pre-service teachers in universities (like HSE) with CML focus;

Simultaneous efforts to raise MIL in society (teachers, youth/children and (grand)parents);

Suggested lesson plans that facilitate MIL competencies (e.g. in Latin);

Mentoring programmes & media-pedagogues, media centers;

More research in teacher education, which adds visibility, recognition and supports cooperation (institutional and international).

Belgium

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Context:

- **Over 11 mln inhabitants.**

- **3 language-based communities: Flemish-, French- and German- speaking**

- **and 3 regions: Flanders, Brussels Capital and Wallonia.**

- **Language communities are responsible for education.**

Belgium - Flanders

- **The Flemish-speaking community forms more than a half of the Belgian population (over 6,5 mln).**

- **22 universities and colleges (2021) with ca. 24.000 students in teacher training.**

- **Educational institutions are competitive.**

- **School governing boards decide on their teaching methods, currucula, timetables, staff appointments, etc.**

Belgium - Flanders

Teacher Training

- 2019-2020 reform: transfer teacher training to universities and colleges.

- 6 types of teacher training programmes that are aimed at a specific group of future teachers.

- Teacher training programmes develop their own curricula in relation to governmental guidelines.

Belgium - Flanders

Media Literacy Education

- 2012 Media Literacy Concept Paper defining MIL as a transversal set of competencies, implemented in an interdisciplinary cross-curricular manner.

- No compulsory MIL curriculum, but it is in educational plans as a guideline for learning outcomes.

- Schools and school networks address guidelines locally.

- MIL is a language community matter.

Belgium-Flanders

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Challenges & Opportunities:

- The multiplicity of ways MIL is practised.

- Financial uncertaintly of teacher training organizations & CPD funding limits within schools.

- Shifts towards the significance of MIL on a societal level, but not on a didactical.

- 'Digital jump' during the pandemic, with technology acquired for every school child from the age of 10.

Belgium-Flanders

Good practices

Growing curve practice, which divides the acquisition of MIL skills into phases spread across primary and secondary education.

Mediacoach programme (mediawijs); Informal peer-to-peer exchange - 'media coffee', 'media pub' or 'soups and apps.

Localized approach towards schools' needs, co-created 'school policy'.

Klascement - providing database of educational materials for teachers.

Simultaneous efforts to raise MIL in society (teachers, youth/children and (grand)parents).

Edubox - two hours of educational activities for schools on a specific topic with no need for preparation.

Belgium - Ostbelgien

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German-speaking community:

- ca. 79.000 people.

- 10 secondary and 57 primary school sites.

- Collaboration with French-speaking community in Belgium, Germany and Luxembourg.

- Education is subject to the principle of freedom of education.
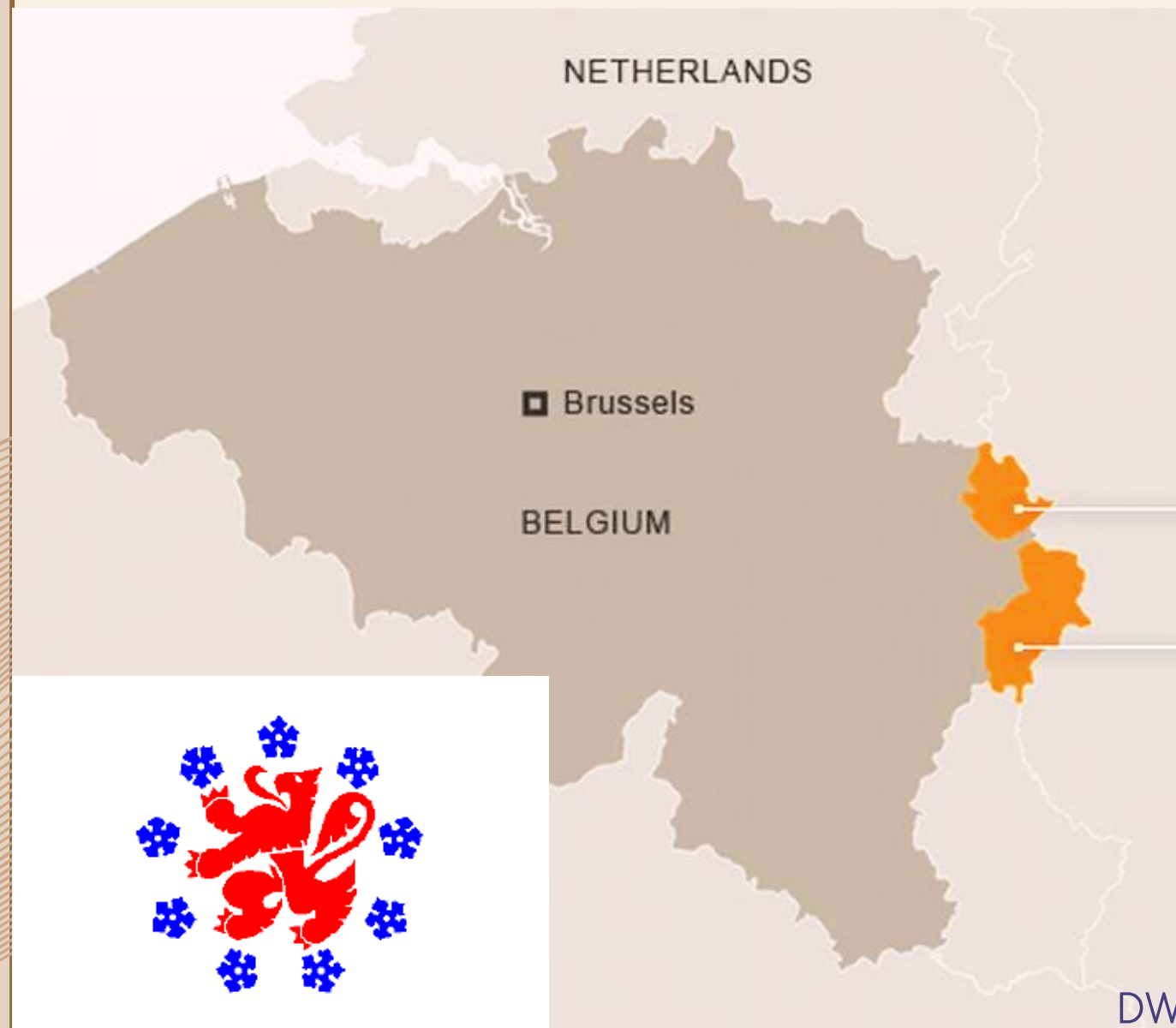
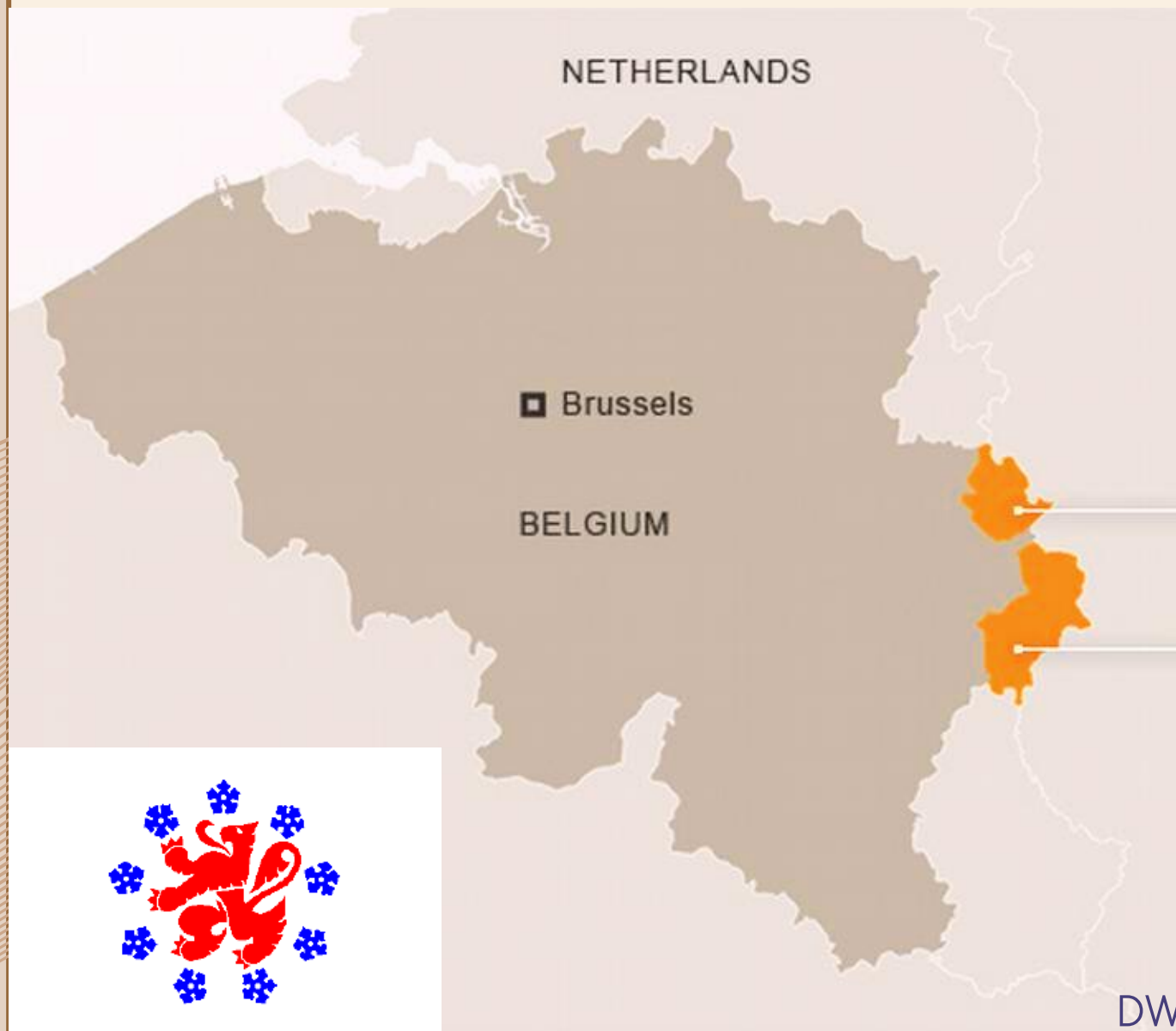# Belgium - Ostbelgien

Teacher Training:

- 1 HE institution (Autonome Hochschule Ostbelgien), which offers courses in educational sciences (kindergarten and primary).

- AUO is also responsible for the in-service teacher training of teachers, who are obliged to participate in regular further professional development training.

- Each school can decide on 3-4 days of instruction dedicated to the collective CPD of all staff.

# Belgium - Ostbelgien

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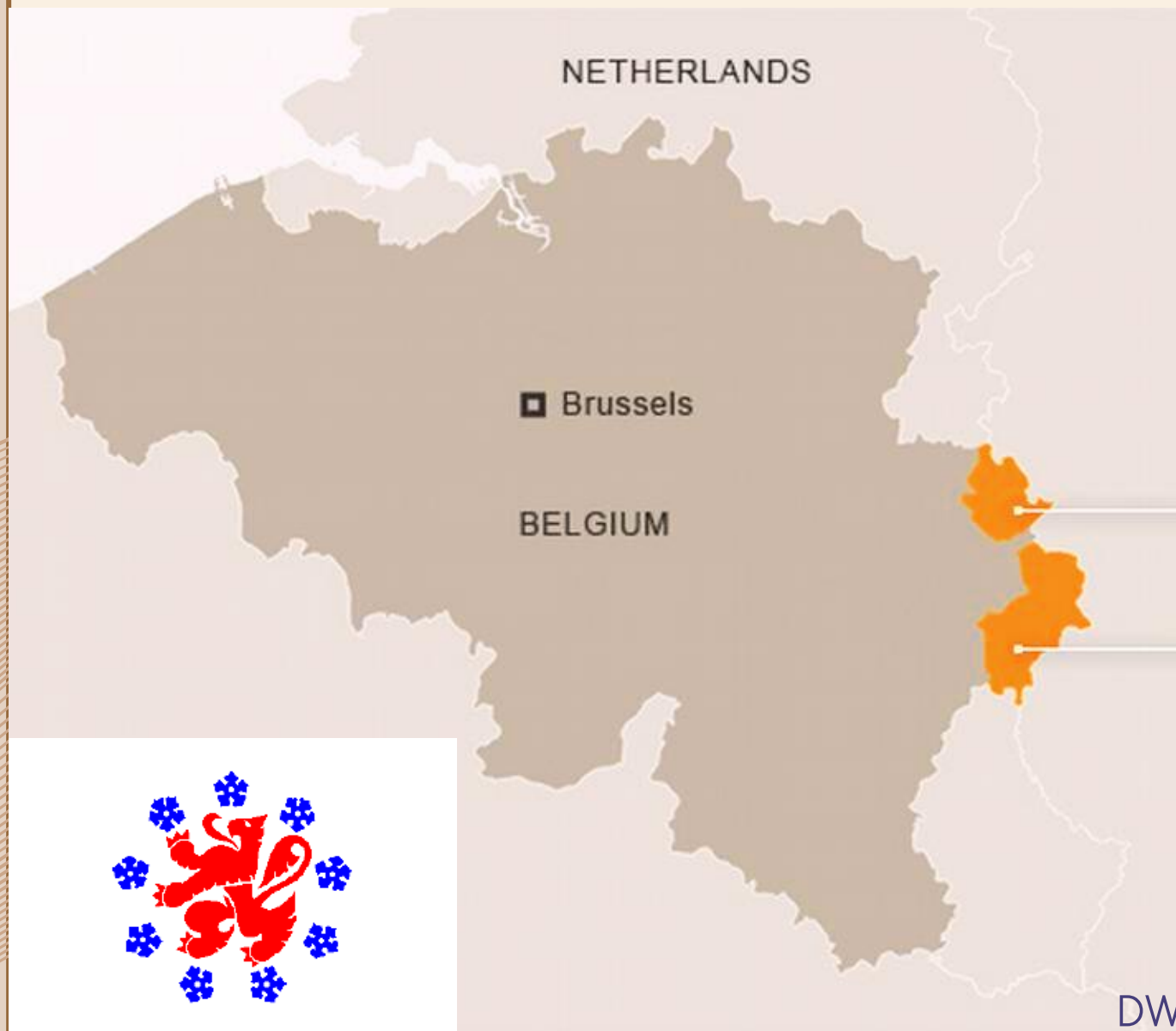
Media literacy education:

- The Ministry of Education provides guidelines for MIL education and a list of learning objectives for each stage of education as well as learning materials.

- Emphasis on learning MIL competences across all subjects.

- Reactive rather than pro-active approach towards MIL.

Belgium - Ostbelgien

Good practices:

- Considering the multiplicity of stakeholders: teachers, media pedagogues, social workers, library workers, school principals, parents and children.

- Since 2020 Speak-Up association (Institute for democracy pedagogy at the AHO) has been formed to connect people, organisations and institutions which have MIL in their focus.

- Their annual conference serves as a multiplier event, suggesting tried-out tools and is labelled as a teacher qualification event.
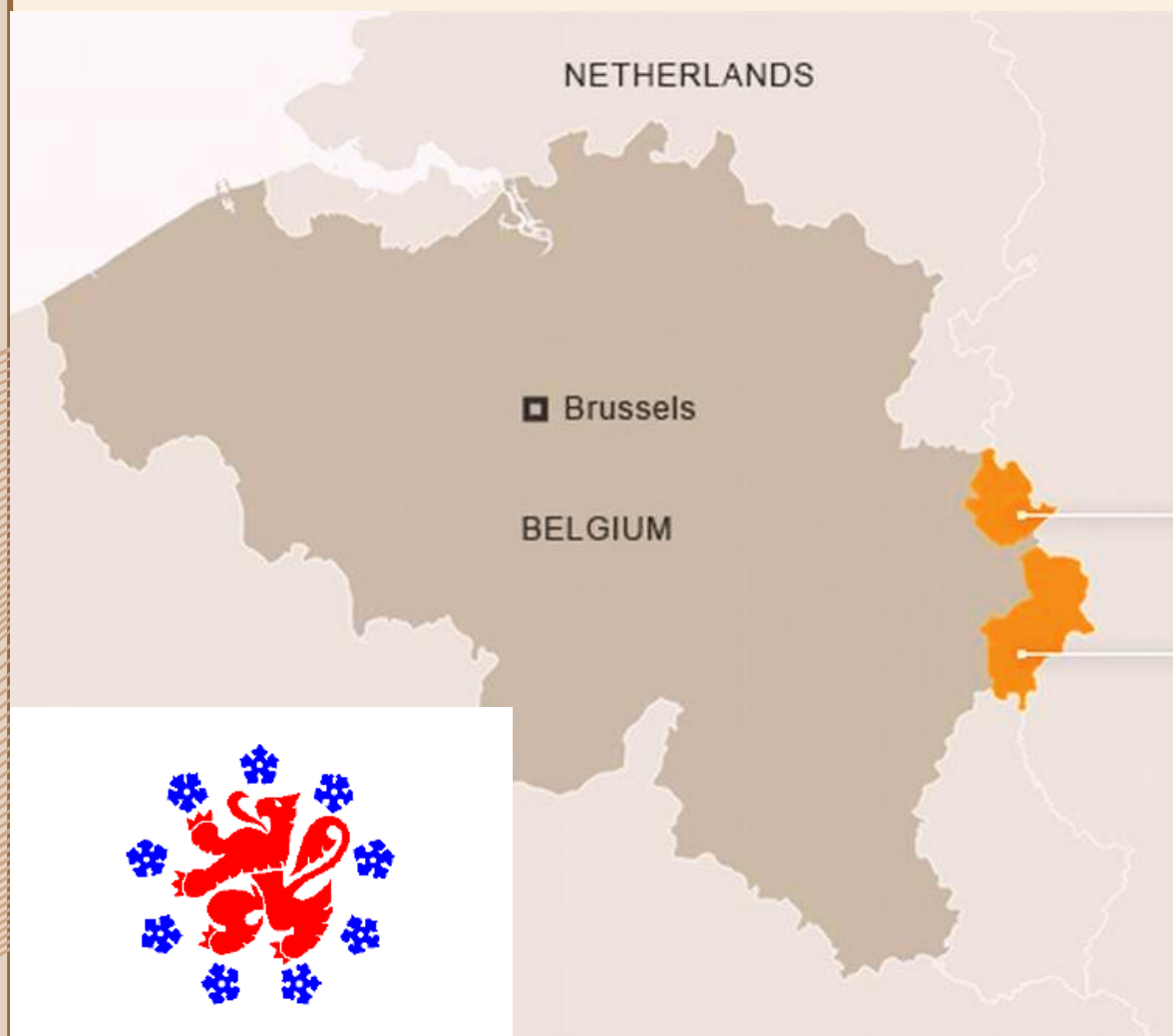
Conclusion

Main aim of WP2:

to map and analyse current practices, barriers and opportunities in initial and in-service teacher training and continuing professional development in MIL.

Conclusion

- **Growing support materials for in-service teachers globally.**

- **MIL Frameworks: diverse and vary by country and institution.**

- **MIL is approached as an interdisciplinary and cross-sectional competence to be acquired throughout the curricula of all subjects and throughout all phases of education.**

- **Pre-Service Programs: tech-focused, often missing critical perspectives.**

Conclusion

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GOOD PRACTICES involved a combination of:

- governmental (e.g. MIL guidelines),
- institutional ('translating' guidelines into practical implementation in educational contexts),
- and local approaches (peer-to-peer exchange, adjusting to local communities and their needs).

Conclusion

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CHALLENGES:

- Lack of financial resources dedicated solely to initial and continuing teacher education in MIL.
- Lack of exchange between in-service and pre-service teacher education institutions.
- Underestimating the multiplicity of stakeholders.
- 'Digital jump' and AI.

Conclusion

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IMPORTANT:
- **Facilitation of transdisciplinary and cross-regional (research) cooperations and networks through joint projects, events, tandem-teaching, exchange of tried-out practices, etc.**
- **Research adds higher and more sustainable quality of teacher education in MIL.**
- **Critical approaches (not only digital tech-focused) in a dynamic media landscape.**

Conclusion

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WP2 RESEARCH CHALLENGES:

- curriculum analysis (DE, BE);
- talking with lecturers on the ground, professors, teachers (IR);
- confusion about MIL concept among stakeholders;
- limitations: language problem, accessing information;
- Scopus as one main platform used, but it is "western" and English language centered;
- our work is not full time for this project.

THANK YOU
FOR YOUR ATTENTION!

Lina Pranaityte

pranaityte@heiedu.uni-heidelberg.de

Ricardo Castellini da Silva

@ricardoccsilva

Lucia Mesquita

@luciamesquita

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