

Conceptualizing the Importance of Media Literacy and Integration of Media Education from Secondary Level

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Abstract

All over the world, there is a growing need that media education be included in the school curriculum. Against this background, Australia has been the first country where media education has been made mandatory and part of schooling from kindergarten through twelfth grade (Quin and McMahon, 2001). In Asia, the Philippines has been the first country to integrate media education into the formal school curriculum (Kumar, 1999:245). Many countries have already evaluated the relevance of media education and are trying to integrate it into school curricula. During the SIGNIS World Congress held in Rome in the year 2014, on the theme: 'Media for a Culture of Peace' discussed on the media education, from various countries such as the Philippines and Fuji Island, and many to try, how we could lobby the government to include media education in schools. It would not be a one-day job. Under the broader array of media education, the role of media acquisition has become significant. It permits the scholars to critically perceive the nature, techniques and impacts of media messages and productions. At this time situation, the role of media education isn't regarding having the correct answers: rather, it's a lot of about asking questions. The task of media educators is not solely restricted to impart information however to be a key supporter in building the method of inquiry and dialogue. A key challenge for ordinal century learning is to find and measure true information for one's needs. Media literacy depends on the media educators, that however they adopt the education approaches which might facilitate to encourage crucial thinking and inventive production of meanings within the minds of scholars whereas responding to their curiosity and adventures of discovery in cooperative and preliminary practices of media production. Media pedagogy may be a common term for practitioners that stress typically on the social and discourse side of teaching media literacy. This paper is an effort to know varied viewpoints related to media acquisition. It conjointly analyzes media education with the brief framework of media literacy. It also highlights the importance of crucial and ordinal century literacy's directions in media literacy pedagogy. To hold out this study the research worker can analyze various literatures associated with media

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education, media literacy, and rising pedagogies associated with critical, and twenty-first-century education.

Keywords

Media Education, Pedagogy, Media Literacy, Critical Literacy, Twenty-first Century Literacy

Introduction

Since the early 1980s, media literacy has been a subject of study in India, though primarily outside of the school curriculum. The National Curriculum Framework (2005) pushed schools to include the media into the classroom, and formal school programmes in media education were only launched in 2010. Several higher secondary schools now offer “mass media studies” as an elective course; over a hundred more are planning to do so in the near future.

Defining Media Education

According to Jacob Srampickal and Leela Joseph,(2002) ‘Media Education is an endeavor in creating media users vitally alert to the impact of media on their lives, so as to change them to become artistic users of the media. it's going to be outlined as a method of education by which individuals become aware of the ways in which during which the varied media influence their thinking, have an effect on their price system and alter society. As a result, they become critical and discerning receivers of media messages capable of rigorous quality media programmes and even making their own media. they're therefore ready to respond intelligently to media creations and manipulations.’

Why Media Education is a Matter of Discussion?

An individual today is born amidst the multi-media culture. His media update every morning is not restricted to the news he saw the previous day, but through the newsletters he receives through his email update, through Facebook updates, and World-Wide World to visualize the news of the day. Thus, before he steps out of his bedroom, he is aware of the happenings worldwide. The new media have taken the role of school in case of socialization of an individual in another tremendous development, and each person became the media content developers. Roxana Morduchowicz (2018) says: ‘The media and data technologies became an area for today’s youth sometimes, the sole place that speaks about them and to them’. Understanding that media represent reality and tell us about what's occurring will place folks in a very higher position to participate, act and decide. Now, in the twenty first century, after successful leaps from the oral to written to images culture, we have arrived at linear reading to coinciding perception. Today’s adolescents experience a

unique cultural expertise compared to their elders, with new ways of perceiving, feeling, listening, and seeing. These dimensions should not be skipped over in media education. Garcia Canclini, (2006) is of the read that 'If we have a tendency to agree that tykes additionally build their cultural capital outside the classroom, and even in comparatively autonomous settings, the varsity will now not be viewed because the solely legitimate place to convey pre-established symbolic baggage.' School, however, doesn't perpetually appear to be catching on. Therefore the result is that college culture remains out of bit with youth culture. Youth goes ahead in a very universe ruled by parameters completely different from those legitimized by school culture. From its beginnings, school born with the machine has perpetually been most closely coupled to print culture. Colleges have lived in a world dominated by the logic of books, linearity, and ordered order. Colleges since then, and to the current day, continue on the pathway of writing, words, and textbooks. And schools have typically unnoticed the cultures that have begun rising and are co-existing with them outside the room such as movies; TV and New Technologies. This ancient conception of colleges has widened the divide between the culture from that student learn and also the culture from which academics offer class. Martin Barbero (2003) maintains that the challenge for today's schools is to acknowledge that information is unfold and flow in new ways. Changes are keys to the current method de-centering and de-timing.

De-centering means knowledge isn't any longer the exclusive domain of books and schools, however is additionally starting to circulate through different spheres, admire the media. De-timing means that knowledge has slipped freed from the timeframe socially legitimized for distributing and exploiting knowledge. Time for learning has thus far been circumscribed among an age range. Now, though the school-age has not gone away, its existence is shifting. What we have a tendency to learn at college should slot in with learning that comes through different sources, learning free of the boundaries marked by age. This learning transcends the schoolroom, lives in the least times, and spreads lifelong. the good challenge of today's academic system is to coach kids and youth to access and use the multiple ways in which of writing and thinking that cause the decisions touching them at work, at home, in politics, and in economics.

Why Incorporate Media Education?

There are terribly several reasons for integration of media education in schools. There's an excellent boom of knowledge that youngsters receive outside school, a lot of it from the media. Media, especially, Internet, propose new ideas of your time and space, which schools should teach youngsters to understand. The media and technologies construct an image of the globe on the premise that each folk builds their own representation of the world. It's vital for faculties to show students to critically

analyze the method media represent, thus enabling students to make their own images, representations and opinions. Media education reinforces students' social and civic education and societal participation. Against this background the youth must be equipped to contend with the huge quantity of knowledge that circulates within the media wealthy environment. It's during this perspective that media education as an intellectual and important engagement helping people to make a far better sense of the various media merchandise accessible. In this regard, the youth is trained to gauge the media they read, hear, and see and to talk for themselves. In their book, *Voice Communication Across Cultures: Youth Media Visions* (2014), Laia Sole and Jordi Torrent maintain that: 'As participants within the 'informational society', youth are digital users, creators and consumers. The foremost avid media manufacturers these days don't seem to be professionals, however tykes who are actively engaged with their worlds. Up to date media supply unexampled opportunities to come up with and distribute information, motivating young people and facilitating interaction. Information is not any longer one thing that's unbroken so transmitted to students, however one thing which will be jointly created and shared.' Youth-created media may be a main part of today's society. Tykes are perpetually manufacturing and sharing media; during a method it's their main mode of self-expression, of pacifying themselves that they're within the world, that they are alive. However, making and sharing media in and of itself as vital because it isn't really as essential as that young people producing media become aware (ethically aware) of the role and significance that media has in our communities. This awareness is that the parcel of Media and Information Literacy. The world organization Convention on the Rights of the kid acknowledges the importance of the media in youngsters' and young people's development. The media is seen as enjoying an important role in shaping social group attitudes towards children's rights, mobilization of children with data central to their eudemonia during a child friendly environment, and soliciting youth's views on matters that have an effect on them. However, through the assembly of their own media, youth will be authorised to inform their stories concerning the problems that they see as most important, and to share these with the world. Manufacturing media may be a method for youth to creatively have interaction with their society, their family, their friends, themselves. It permits them to make their own media representations, and to become tuned in to the moral responsibilities of their media messages.' In sum, there's got to introduce media education in our establishments of learning as a result of as AML (1989) puts it, 'Media acquisition may be a life skill.'

Analyzing Media Education with the Perspective of Media Literacy

"Education either functions as an instrument which is used facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the

practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.” Paulo Friere (1996)

In this 21st century media education underwent fast changes and it's received new attention. Analyzing media education with the abstract framework of media attainment promotes understanding of the structures, mechanisms and messages of the mass media. Generally, media literacy education aims to create media shoppers alert to the media environments and increase vital brooding about media representations (Silverbatt, 2008; Hobbs, 2011). Media education ought to impart skills that facilitate in developing freelance capability to use critical judgment to media content. There are instances once media education and media literacy used interchangeably. Media education is that the activities that take place in media familiarised classroom. Whatever, a student learns regarding or through the media, the more media attainment he/she can have: media literacy allows them with the abilities of experiencing, analyzing media products. Media education is an element of basic claim of each citizen, in every country within the world, to freedom of expression and also the right to data and is instrumental in building and sustaining democracy (UNESCO, 1999). During this era wherever information comes through powerful pictures and sounds, those images and sounds have their own grammar. To interpret the meaning, the pupil ought to be competent enough to comprehend those pictures and sounds inside the broader structure of media education, media attainment helps in facultative pupil to judge and analyze the endless stream of media messages they experience. Hobbs (2011) tends to worry the importance of enquiry because the correct path to engagement instead of the mere transmission of data. Additional and more enquiries regarding any knowledge can promote a deeper understanding of the idea and at the same time the scholars will have vital consciousness. The basic thought of media education is representation. Most of the media messages don't replicate reality rather it represents. “Media education is predicated on an assumption of media non-transparency, on an assumption that the media form the themes they gift in characteristic forms. From the belief that the media represent, instead of replicate reality, all else flows (Masterman, 1997)”. inside the horizon of media education, the essence of media attainment is to make higher-order of vital and inventive thinking skills comparable to distinctive key concepts, creating connections between multiple ideas, asking relevant questions, establish fallacy with the distended notion of literacy that forms the terribly foundation of intellectual freedom and also the elbow grease of accountable citizenship in an exceedingly democratic society.

Viewpoints Associated with Media Literacy

Media education works on those understudies to coordinate inside the expanse of enumerable messages and it'd assist them with fostering the guideline of request and fundamentally assess those messages got from totally various types of media. Primarily the world of media literacy is divided into two prominent colleges of thought: advocator and empowerment. Advocator faculty is grounded on the works of Digital acquisition knowledgeable David Buckingham. This school defines media literacy in line with the leading authority within the protectionist media education. W. James. Potter is that the leading figure in the field of protectionist media literacy Potter's works vigorously underscores on media impacts, and media savagery. W. James. Potter (2014) characterizes media proficiency as, "a bunch of perspectives that we will in general effectively use to show ourselves to the broad communications to decipher the method for the messages we experience". The protectionist approach to media acquisition appearance at the requirement to be crucial media shoppers so as to require management of the media messages we tend to are enclosed. This approach to media literacy emphasizes teenagers as capable, resilient and active in their decisions as each media consumers and as creative producers.

Media literacy empowers people to be both critical thinkers and artistic producers. It conjointly initiates that teenagers expertise as media shoppers and as media creators. Mc Chesney and John Nichols (2002). Says, "The drawback we tend to face with a hyper-commercial, profit obsessed media system is that it will a lousy job of manufacturing voters during an election process". Media literacy and media education doesn't simply make people fit and familiar client of business fare, however makes them perceive the media system works in order that they could also be a critic.

Elizabeth Thoman and Tessa Jolls (2005) says, "the convergence of media and technology in an exceedingly world culture is ever changing the manner we tend to find out about the planet and difficult the very foundations of education. Now not is it enough to be able to browse the written word; children, youth, and adults, too, want the flexibility to each critically interpret the powerful images of a multimedia culture and specific themselves in multiple media forms. Media acquisition education provides a framework and pedagogy for the new literacy required for living, operating and citizenship within the twenty first century. Ramis (2015) observes, "Teaching media acquisition facilitates critical citizenship and encourages marginal voices to supply counter discourses. Artistic counter narratives that embody the knowledge of regional property practices are going to be the key to imagination a sustainable future." Media acquisition Pedagogy: crucial and Twenty-first Century Media acquisition whereas teaching media literacy in classroom, the media literacy

educators are involved with the ways that to outline media literacy content pedagogy, or pedagogy that reflects media acquisition subject knowledge.

Media literacy is grounded, on several core principles which are co-related with each other:

- Media are constructions with unique language;
- Media construct social reality;
- Media have commercial and political implications;
- Audiences negotiate meaning in media;
- Media contain ideological and value messages.

The most widely accepted circulating definition of media literacy involves the ability to ‘decode, evaluate, analyze, and produce both print and electronic media’ (Aufderheide, 1993).

In this age of mediated messages, there's an excessive amount of stuff cramming on the minds of the students. The media acquirement guides those students to browse and interpret those texts in an exceedingly additional significant manner. The media literacy pedagogy ought to be established towards problem posing and creative person teaching that nurtures learning to identify, evaluate, and analyze codes and conventions of craft and post typographic mediated texts. Media pedagogy could be a common term for practitioners, with stress typically on the social, discourse aspects of teaching media literacy (Kellner, 1998). The nearest regard to media literacy pedagogy comes within the form of media acquirement instruction that puts stress on distinct tutorial methods over and higher than reflection on the instruction itself. Whereas Fenstermacher & Richardson (2005) argues that there's an association of quality teaching with media literacy learning. Quality teaching will be developed nearly as good teaching and made teaching in terms of the mix of tasks and achievement. They conjointly claim that the standard of any teaching can be evaluated supported the extent to which teaching involves task or learner sensitive and achievement or learner dependent orientation toward specific knowledge. As per the prism of quality teaching, not solely the content ought to be correct and appropriate; the processes of teaching have to be compelled to be virtuously defensible.

The critical media literacy pedagogy not solely challenges the codes and conventions in mediate messages however it conjointly promotes the ways that within which the media texts could be schooled within the classroom. Kellner and Share (2005) observe that ‘a student centered, bottom up approach is important with the student’s

own culture, information and experiences forming the idea for the cooperative inquiry and video production that may be ways for students to voice their discoveries.’ The essential media acquirement pedagogy promotes the thought of connected teaching within which students and technologies are co-facilitators in instruction of research of media. The new/twenty first century media literacy instruction focuses in which new media re-inscribe, expand and, in several instances formulate new ways in media literacy pedagogy format. In different words, those literacy skills corresponding to viewing and writing and listening is also progressively compromised or increased by online platforms. New literacy theorists tend to appear at the increase in trendy technologies formed by the social and cognitive psychology contexts helping media acquirement learning and teaching. Again, there's a refined distinction between new and ordinal century media literacy pedagogic perspectives. The twenty-first century literacy’s instruction further advocates for the rise in technology tools’ saturation of the digital age, whereas new literacy theorists tried to look more at how the rise within the use of latest technology shaped by social contexts.

Conclusion

This study tried to convey a short introduction to media education and relevance of media literacy. This can be on the count that the media affects all aspects of life and at the moment, for the youth, the new media, for instance, function a good tool for education, info and entertainment. We tend to teach the youth to find out a way to use the media responsibly; else, they'll use it wrongly. The schoolroom is that the ideal place to show the responsible use of the media. Through the article it's evident that media accomplishment’s role has become vital within the age of mediate messages. A Media study helps scholars interpret the powerful pictures and sounds purposefully. With media education, media literacy educators and also the pupil might frame questions about dominant values, review decisions of media carefully, navigate data from reliable sources and cogitate importantly when making media texts. The key parts related to the media literacy in the gamut of media education is to develop critical thinking skills, perceive media messages from our culture and society, acknowledge biasness and info in mediate messages, making and distributing own media messages and advocating for media justice. The sector of media accomplishment education has emerged as a big platform to arrange and promote the teachings of this dilated notion of literacy. writes that media education will inevitably cause improved citizenship and social change, media literacy ought to be viewed as “an education in techniques which will democratize the realm of public expression and can amplify the chance of purposeful public interactions”. Through evolving education approaches, additional media educators are serving to spot key concepts, building sense of critical inquiry, distinctive delusions, that facilitate in building critical group among the students. By combining pedagogy with media

accomplishment, it helps to foreground theory and practice, task and achievement, learning and teaching. Each of the pedagogues foregrounds on the content versus method discussion in media literacy education and it helps in shaping core skills related to basic media competence and important media literacy.

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