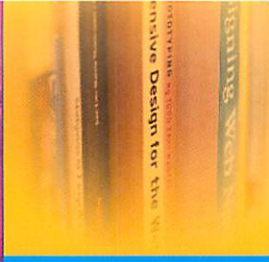
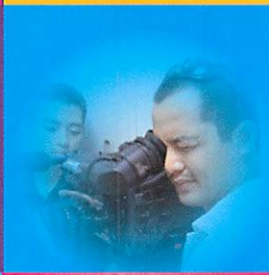
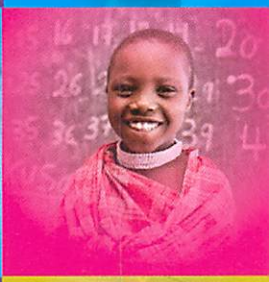
United Nations
Educational, Scientific and
Cultural Organization

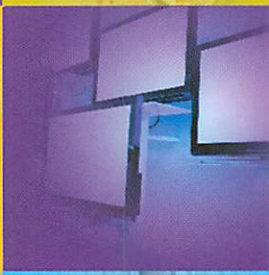






A summary edited by
Alton Grizzle and Carolyn Wilson

# Media and Information Literacy Curriculum for Teachers



**Carolyn Wilson**
**Alton Grizzle**
**Ramon Tuazon**
**Kwame Akyempong**
**Chi-Kim Cheung**

Content included in this brochure
was extracted from MIL Curriculum prepared and edited by:
Alton Grizzle and Carolyn Wilson

You can read the whole curriculum here:
http://unesdoc.unesco.org/images/0019/001929/192971e.pdf

For further information please contact:

Alton Grizzle
Programme Specialist – Media and Society Section/ Médias et société
Freedom of Expression and Media Development Division/ Liberté d'expression
et développement des médias
Communication and Information Sector
1 rue Miollis
75015 Paris

e-mail: a.grizzle@unesco.org

UNESCO Constitution:

*... the States Parties to this Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and increase the means of communication between their peoples and to employ these means for the purpose of mutual understanding and a truer and more perfect knowledge of each other's lives...*

## WHY A MEDIA AND INFORMATION LITERACY CURRICULUM FOR TEACHERS?

We live in a world where the quality of information we receive largely determines our choices and ensuing actions, including our capacity to enjoy fundamental freedoms and the ability for self-determination and development.



Driven by technological improvements in telecommunications, there is a proliferation of media and other information providers through which vast amounts of information and knowledge are accessed and shared by citizens.

We face the challenge to assess the relevance and the reliability of the information without any obstacles to citizens' making full use of their rights to freedom of expression and the right to information.

It is in this context that the need for Media and Information Literacy (MIL) must be viewed: it expands civic education, empowers citizens, and sees teachers as principal agents of change.

The Media and Information Literacy Curriculum for Teachers is pioneering for two reasons:

- It is forward looking, drawing on present trends toward the convergence of radio, television, Internet, newspapers, books, digital archives and libraries into one platform – thereby, for the first time, presenting MIL in a holistic manner.
- It is specially designed with teachers in mind and for integration into the formal teacher education system, thus launching a catalytic process which should reach and build capacities of millions of young people.

UNESCO has left no stone unturned in ensuring that a systematic and comprehensive approach be employed in the preparation of this MIL Curriculum for Teachers. The process included drafting, reviewing and validating by expert from a wide range of domains such as media, information, ICTs, education, and curriculum development.

The Curriculum is divided into two parts. Part 1 provides the *MIL Curriculum and Competency Framework*, giving an overview of the curriculum rationale, design and main themes. Part 2, *Core and Non-Core Modules*, presenting the main parts of the syllabus.

Preparation of this *MIL Curriculum for Teachers* represents one component of a comprehensive strategy to foster media and information literate societies, and to promote international cooperation. Other actions include the preparation of a *Global Framework on MIL Indicators*, setting up a *MIL University Network*, articulation of *Guidelines for Preparing National MIL Policies and Strategies* and establishment of an *International Clearinghouse on MIL* in cooperation with the United Nations Alliance of Civilizations.

*Extracts from the foreword by Jānis Kārkliņš, Assistant Director-General for Communication and Information, UNESCO*

## BACKGROUND

Article 19 of the Universal Declaration of Human Rights states that:

> *Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.*

Media and information literacy (MIL) equips citizens with competencies needed to seek and enjoy the full benefits of this fundamental human right. The realization of this right is reinforced by the *Grünwald Declaration* (1982), which recognizes the need for political and educational systems to promote citizens' critical understanding of *'the phenomena of communication'* and their participation in media (new and old).

It is further reinforced by the *Alexandria Declaration* (2005), which places media and information literacy at the core of lifelong learning. It recognizes how MIL

> *empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion of all nations.*



## HOW?

Media and other information providers such as libraries, archives and the Internet are widely recognized as essential tools for helping citizens to make informed decisions. They are also the means by which societies learn about themselves, maintain public discourses, and build a sense of community.

Given their geographical and cultural ubiquity, the news media assume a more pronounced place in this curriculum and competency framework than other media. As an institution, news media have special functions that they are expected to fulfil in democratic societies.

Media and other information providers can have a major impact on lifelong learning, and therefore citizens need a basic knowledge of their functions and how to assess them. The purpose of media and information literacy is to impart this knowledge to the users.

## UNESCO STRATEGY

Enhancing MIL among students requires that teachers themselves become media and information literate. This initial focus on teachers is a key strategy to achieving a multiplier effect: from information-literate teachers to their students and eventually to society at large.

Media and Information Literate Teachers, empower
Media and Information Literate Students, create
Media and Information Literate Societies

## WHAT IS MEDIA AND INFORMATION LITERACY?

The UNESCO MIL Curriculum combines two distinct areas – media literacy and information literacy – under one umbrella term: media and information literacy.

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 they are performed and to use them for self-expression. The MIL Curriculum incorporates both ideas.



**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 |

UNESCO's use of the term MIL seeks to harmonize the different notions below:

- Media Literacy
- Information Literacy
- Freedom of Expression and Information Literacy
- Library Literacy
- News Literacy
- Computer Literacy
- Internet Literacy
- Digital Literacy
- Cinema Literacy
- Games Literacy
- Television Literacy
- Advertising Literacy

The Ecology of MIL: Notions of MIL

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 seemlessly integrated into existing teacher education without putting too much of a strain on (already overloaded) teacher trainees.

## MAIN GOALS of MIL

- to empower future citizens
- to impart basic skills necessary to critically evaluate information and media content
- to foster the development of knowledge societies and the promotion of free, independent and pluralistic media

## PART 1: THE CURRICULUM FRAMEWORK FOR TEACHERS INCLUDES:

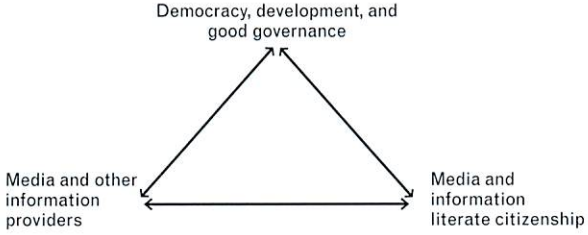
### POLICY AND VISION

National policies will be necessary to ensure the systematic and progressive inclusion of MIL. This will require a broad discussion on the role of teachers in fostering media and information literate societies.

### KNOWLEDGE AND UNDERSTANDING OF MEDIA AND INFORMATION FOR DEMOCRATIC DISCOURSES AND SOCIAL PARTICIPATION

The objective of this broad thematic area is to develop a critical understanding of how media and information can enhance the ability of teachers, students and citizens in general to engage with media and use libraries, archives and other information providers as tools for freedom of expression, pluralism, intercultural dialogue and tolerance, and as contributors to democratic debate and good governance.

MIL and its Importance to Democracy and Good Governance






### EVALUATION OF INFORMATION AND MEDIA CONTENT

The objective is to increase the capacity of teachers

- to evaluate sources and assess information
- to evaluate how students interpret media messages and information from a variety of sources

### MEDIA AND INFORMATION PRODUCTION AND USE

Media production and use should foster a student-centred pedagogy that encourages investigation and reflective thinking. Learning by doing is an important aspect of knowledge acquisition in the 21st century.

User-generated content is becoming a dominant attraction for new and traditional media alike. Interaction with other users of social networking platforms is increasingly the most important reason why young people are accessing the Internet through various delivery platforms. This is not restricted to developed countries.

### CORE TEACHER COMPETENCIES

The Core Teacher Competencies lists the skills that teachers are expected to acquire such as understanding the role of MIL in democracy, critical evaluation of sources, pedagogical skills and technical ability to access information and subject matter.

### PEDAGOGIES IN THE TEACHING AND LEARNING OF MIL

The following pedagogical approaches underpin the strategies used throughout the modules in part 2:

1. Issue-enquiry Approach
2. Problem-based Learning (PBL)
3. Scientific Enquiry
4. Case Study
5. Cooperative Learning
6. Textual Analysis
7. Contextual Analysis
8. Translations
9. Simulations
10. Production

The following list of competencies, linked to the MIL curriculum modules, units and themes, highlights specific knowledge and skills that teachers should acquire as they work their way through the modules.

- Understanding the Role of Media and Information in Democracy
- Understanding Media Content and Its Uses
- Accessing Information Effectively and Efficiently
- Critically Evaluating Information and Information Sources
- Applying New and Traditional Media Formats
- Situating the Sociocultural Context of Media Content
- Promoting MIL Among Students and Managing Required Changes



## PART 2: CORE MODULES

Each MODULE contains

- Background and Rationale,
- Three or four UNITS each consisting of:
  Key Topics,
  Learning Objectives,
  Pedagogical Approaches and Practises.

### MODULE 1: CITIZENSHIP, FREEDOM OF EXPRESSION AND INFORMATION, ACCESS TO INFORMATION, DEMOCRATIC DISCOURSE AND LIFELONG LEARNING

Unit 1: Understanding Media and Information Literacy : An Orientation

Unit 2: MIL and Civic Participation

Unit 3: Interacting with Media and Other Information Providers such as Libraries, Archives and Internet

Unit 4: MIL, Teaching and Learning

MODULE 2: UNDERSTANDING THE NEWS, MEDIA AND INFORMATION ETHICS

Unit 1: Journalism and Society

Unit 2: Freedom, Ethics and Accountability

Unit 3: What Makes News – Exploring the Criteria

Unit 4: The News Development Process: Going Beyond the 5WS and 1H

MODULE 3: REPRESENTATION IN MEDIA AND INFORMATION

Unit 1: News Reporting and the Power of the Image

Unit 2: Industry Codes on Diversity and Representation

Unit 3: Television, Films, Book Publishing

Unit 4: Representation and Music Videos

MODULE 4: LANGUAGE IN MEDIA AND INFORMATION

Unit 1: Reading Media and Information Texts

Unit 2: The Medium and the Message; Print and Broadcast News

Unit 3: Film Genres and Storytelling



MODULE 5: ADVERTISING

Unit 1: Advertising, Revenue and Regulation

Unit 2: Public Service Announcements

Unit 3: Advertising: the Creative Process

Unit 4: Advertising and the Political Arena

MODULE 6: NEWS AND TRADITIONAL MEDIA

Unit 1: From Traditional Media to New Media Technologies

Unit 2: Uses of New Media Technologies in Society – Mass and Digital Communications

Unit 3: Uses of Interactive Multimedia Tools, Including Digital Games in Classrooms

MODULE 7: INTERNET OPPORTUNITIES AND CHALLENGES

Unit 1: Young People in the Virtual World

Unit 2: Challenges and Risks in the Virtual World

MODULE 8: INFORMATION LITERACY AND LIBRARY SKILLS

Unit 1: Concepts and Applications of Information Literacy

Unit 2: Learning Environments and Information Literacy

Unit 3: Digital Information Literacy

MODULE 9: COMMUNICATION; MIL AND LEARNING – A CAPSTONE MODEL

Unit 1: Communication, Teaching and Learning
Unit 2: Learning Theories and MIL
Unit 3: Managing Change to Foster an Enabling Environment for MIL in Schools

NON-CORE MODULES

MODULE 10: AUDIENCE

MODULE 11: MEDIA, TECHNOLOGY AND THE GLOBAL VILLAGE

Unit 1: Media Ownership in Today's Global Village
Unit 2: Socio-cultural and political Dimensions of Globalized Media
Unit 3: Commoditization of Information
Unit 4: The Rise of Alternative Media

MODULE 3: Unit 5: Digital Editing and Computer Retouching

MODULE 4: Unit 4: Camera Shots and Angles – Conveying Meaning

MODULE 5: Unit 5: Transnational Advertising and 'Superbrands'

We live in a world where the quality of information we receive largely determines our choices and actions, including our capacity to enjoy fundamental freedoms and the ability for self-determination and development. This *Media and Information Literacy Curriculum* for Teachers is an important resource for UNESCO Member States and a pioneering publication. First, it is forward looking, drawing on present trends toward the convergence of radio, television, Internet, newspapers, books, digital archives and libraries into one platform. Second, it is specifically designed for integration into the formal teacher education system. UNESCO believes that, ultimately, this curriculum will contribute to innovation and improvement in all levels of education.

Jānis Kārkliņš, Assistant Director-General for Communication and Information, UNESCO

www.unesco.org/webworld

United Nations
Educational, Scientific and
Cultural Organization

Communication and
Information Sector