

MEDIA LITERACY AND FUTURE LEARNING

Christine W. Trüttsch-Wijnen

Centre of Competences *Medienpädagogik & E-Learning*

PÄDAGOGISCHE
HOCHSCHULE
SALZBURG

Stefan Zwick



Outline

- (1) The right of being media literate
- (2) Theoretical conceptualisation of media literacy and media competence
- (3) Challenges for the promotion of media literacy in future learning environments

Outline

- (1) **The right of being media literate**
- (2) Theoretical conceptualisation of media literacy and media competence
- (3) Challenges for the promotion of media literacy in future learning environments

Debates

- World Summit on the Information Society (WSIS), 2003
- Council of Europe, 2007
- „Human-Rights-Based Governance“ (Frau-Meigs, 2008, 2011)
- „Children’s Online Rights“ (Livingstone & O’Neill 2015)

Media literacy as a children's right per se?

Right to protection

- Art. 16: privacy
- Art. 17e: protection from information and material injurious to the child's well-being
- Art. 19: violence, maltreatment and neglect
- Art. 34, 35 & 36: sexual abuse, abduction, child trafficking, and other forms of exploitation

Right to participation

- Art. 13: freedom of expression and information
- Art. 14: freedom of thought
- Art. 15: freedom of association and assembly
- Art. 12: consideration of the will of the child

Right to provision

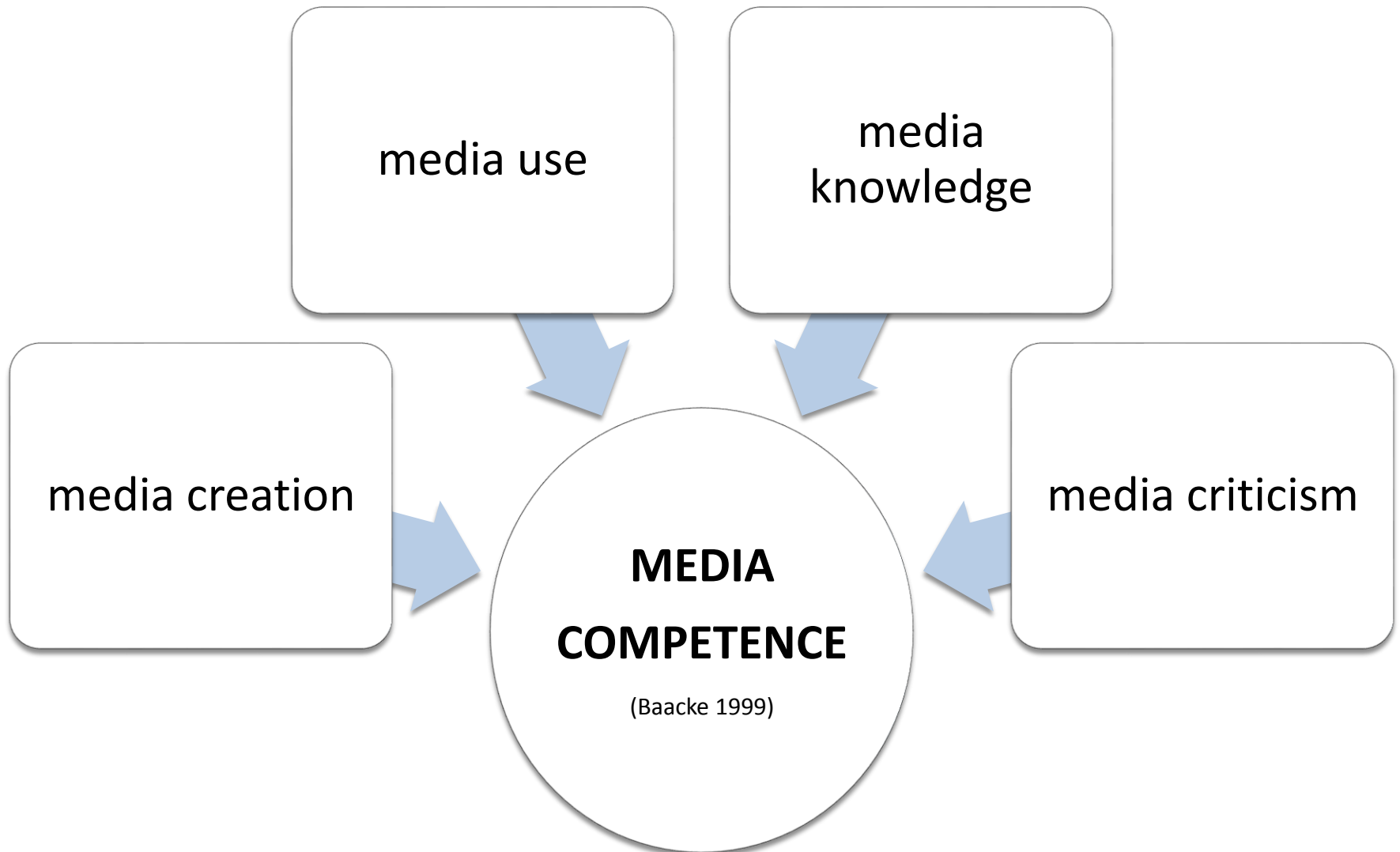
- Art. 17: access to information
- Art. 31: right to participate freely in cultural life

Media literacy CAN BE DEFINED as a
children's right per se!

Outline

- (1) The right of being media literate
- (2) Theoretical conceptualisation of media literacy and media competence**
- (3) Challenges for the promotion of media literacy in future learning environments

Media competence



Media competence

- competence and performance
- sensory perception and fascination

Media literacy

- literacy and ‚non-literacy‘
- questions of socialization?

Joining the concepts

- many similarities
- less normativity
- stronger attention to the perspectives of social and cultural outsiders
- stronger focus on self-determined experience and enjoyment of media

Promoting media literacy

- separate between competence and performance
- role of social and family contexts
- diversity
- questioning the power of defining media literacy
- more openness in the design of future learning scenarios

Be open for

- different types of learning and acquiring knowledge
- different ways of dealing with and valuing media
- individual ways of gaining media literacy
- Various kinds of media performance
- assisting many different ways of developing media literacy

Contact

Prof. Dr. Christine W. Trültzsch-Wijnen

Pädagogische Hochschule Salzburg Stefan Zweig

christine.trueltzsch-wijnen@phsalzburg.at