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Published in the Russian Federation

European Journal of Contemporary Education

ISSN 2304-9650

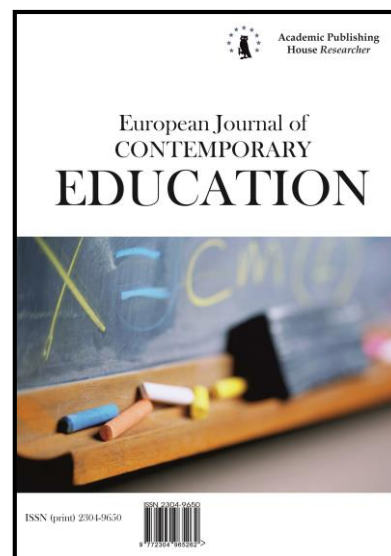
E-ISSN 2305-6746

Vol. 17, Is. 3, pp. 324-334, 2016

DOI: 10.13187/ejced.2016.17.324

www.ejournal1.com

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Curricula for Media Literacy Education According to International Experts

Alexander Fedorov^{a,*}, Anastasia Levitskaya^b, Emma Camarero^c

^a Anton Chekhov Taganrog Institute, Rostov State University of Economics, Russian Federation

^b Taganrog Management and Economics Institute, Russian Federation

^c Loyola Andalucía University, Spain

Abstract

The article analyzes the results of the international experts' survey regarding the curriculum of media literacy education, which was administrated by the authors in September-October 2015. The expert panel includes specialists actively involved in the real process of media literacy education in schools, universities and other educational institutions, who also have significant publications record (monographs, study guides, articles in peer-reviewed journals). 65 experts from 20 countries took part in the survey: Armenia, Australia, Belgium, Canada, China, Croatia, Germany, Hungary, Greece, Israel, Mexico, Portugal, Russia, Serbia, Slovakia, Spain, Thailand, Turkey, Ukraine, the USA. Based on the experts' answers, the productive sources of media literacy education curriculum were distinguished; as well as the content and learning outcomes of media literacy education curriculum, and assessment strategies of students' media literacy competence, aimed at various target groups. Furthermore, main challenges for media literacy curriculum design and implementation are outlined: the resistance of the administrative bodies, overloaded curriculum in the classroom, poor development of the initial and continuing training for teachers, necessity for the development high-level research and curriculum proposals.

Keywords: curriculum, media literacy, media education, expert, international survey.

1. Introduction and state of the question

Concern over the implementation of media literacy education has led a lot of researchers to explore the problem of its curriculum – UNESCO guides (Frau-Meigs, 2006; Grizzle & Wilson, 2011; Grizzle & Torras Calvo, 2013; Pérez Tornero, 2008; Pérez Tornero, & Varis, 2010; UNESCO, 2013), EAVI - European Association for Viewers' Interests (Celot, 2010; 2014; 2015; EAVI, 2011),

* Corresponding author

E-mail addresses: 1954alex@mail.ru (A. Fedorov), a.levitskaya@tmei.ru (A. Levitskaya), ecamarero@uloyola.es (E. Camarero)

leading researchers in media education (Fenton, 2009; Ferguson, 2011; Frau-Meigs, 2007; Hartai, 2014; Hobbs, 2007; 2010; Potter, 2014; Silverblatt, 2014; Silverblatt, Miller, Smith, & Brown, 2014; Verniers, 2009; Worsnop, 2004). There is also a tendency to link media literacy education and information literacy (Lau, 2006; Grizzle & Wilson, 2011; Grizzle & Torras Calvo, 2013; Pérez Tornero, 2008). However, even if “Ofcom’s annual series of ‘media literacy audits’ may not tell us much about what media literacy actually is, they certainly provide a useful source of information about changing trends in people’s textual practices and preferences” (Bazalgette & Buckingham, 2013).

The framework of the curriculum of media literacy education by Canadian media educators is based on the following approaches (Andersen, Duncan, Pungente, 1999: 146-147): enhancing consumer awareness, critical thinking, considering the role of citizenship, ontology, value, semiotic, cultural studies, as well as synthetic creative, cross disciplinary approaches. Nonetheless, whichever approach is taken, the key to learning is considered to be its authenticity, i.e. the media texts under study are interesting and are relevant to students' lives (Andersen, Duncan, Pungente, 1999: 146-147).

Alike British educators, Canadian ones are keen to use tasks that develop creative and critical thinking of the students, for instance, assignments on spotting and analyzing media stereotypes (Duncan, 1989: 37). Chris Worsnop suggests over a hundred of various types of classroom activities, which in general, do not require special technology (drawing, collage, poster, crossword puzzle, journal, discussion, dramatization, essay, interview, report, review, script, game, etc.) (Worsnop, 1994; 2004). Similar activities are developed by the British Film Institute (BFI, 2003) and professor David Buckingham (Buckingham, 2003: 90-96).

Reflecting on the curriculum of media literacy education, the British media educator Len Masterman observes that the central and universal concept of media education is the representation; and the media education's effectiveness can be measured with the help of two criteria: students' ability to apply the new knowledge in new situations, and the spectrum of responsibilities, interests, and motives, gained by them. The main objective is to teach the audience to understand how media represent the reality, how to decode, critically analyze media texts, how to find one's way in the information/ideological flow of modern society (Masterman, 1997: 40-43). In particular, according to this approach, it is important to enhance the audience's understanding of 1) who is responsible for creating a media text, who owns the medium and controls it? 2) how the desired effect is achieved? 3) what are the values of the created world? 4) how is it perceived by the audience? (Masterman, 1985; Masterman, 1997: 51-54).

The issue of media representations, in our opinion, roots the curriculum of media literacy education as developed by American media educator A. Silverblatt. It is specifically focused on the development of the following audience's skills: distinguishing between fact and opinion; defining the credibility of a source of information; accurateness of a message; differentiation of supported and non-supported claims; locating prejudice in a media text; identifying obvious and indirect assumptions in media texts; identifying logical incongruities in media texts; evaluating the argumentation strength of a media text's author (Silverblatt, 2001: 2-3; Silverblatt, 2013: XV-XVIII).

Considering media literacy education, W.J.Potter stresses the multifaceted nature of this process, width of the approach to cognitive, emotional, aesthetic, and moral information in order to achieve a higher level of understanding, regulating, and appreciation of media world (Potter, 2001: 12; Potter, 2014: 14-15). For example, the audience is given an assignment to analyze the schemes of: stereotyped characters; narrative structure; thematic stereotypes; possible variants of the audience's conclusions about the aim (information, entertainment, moral teaching) of a media text's authors (Potter, 2001: 74; Potter, 2013: 211-217). Media literacy is understood as a right of all citizens (Area, 2012). Efforts should be made conducive to digital inclusion to ensure access to new technologies, implementing and promoting standards and accessibility guidelines through the implementation of training courses and media education (De la Fuente & Hernández-Galan, 2014). This assumption is based on a curriculum able to evaluate the use of technology and knowledge of the media, supported by psychoeducational theories that encourage young people and the general public to use them positively. It is also based on the personal contribution of those who can improve society through their moral values (Camarero, Smith & Square, 2015).

Our analysis has demonstrated that compared to the ideological model of the curriculum of media literacy education with the dominating development of the audience's critical thinking, put forward by the British theorist Len Masterman, considerably larger number of media educators around the world support the synthesis of social-cultural, educational-informational, and practical models (Frau-Meigs, 2006; Grizzle & Wilson, 2011; Grizzle & Torras Calvo, 2013; Haider, & Dall, 2004; Hartai, 2014; Hoffmann, & Gehring, 2006; Keeshan, Watson, et. Al, 2015; Pérez Tornero, 2008; Pérez Tornero, & Varis, 2010; Ferguson, 2011; Hobbs, 2007; 2010; Potter, 2001; 2014; Silverblatt, 2001; 2014; Verniers, 2009; Worsnop, 2004 and others).

2. Materials and methods

In September-October 2015 we conducted the international experts' survey regarding the curriculum of media literacy education and analyzed its results. To start with, 300 questionnaires were sent out to experts – specialists in media literacy education around the world. The selected experts included specialists actively involved in the real process of media literacy education in schools, universities and other educational institutions, who also have significant publications record (monographs, study guides, articles in peer-reviewed journals). 65 experts from 20 countries actually took part in the survey. The experts' list includes such world renowned media researchers and educators as (in alphabetical order) Ignacio Aguaded, Ben Bachmair, Frank Baker, Richard Cornell, Tessa Jolls, Laszlo Hartai, Jesus Lau, W. James Potter, Alexander Sharikov, Art Silverblatt, Kathleen Tyner, and other.

The questions, as well as the response options were designed by us, taking into consideration various approaches to the curriculum of media literacy, described in some of the guidelines of the most influential organizations and in the works of the distinguished specialists in the field (Frau-Meigs, 2006; Grizzle & Wilson, 2011; Grizzle & Torras Calvo, 2013; Pérez Tornero, 2008; Pérez Tornero, & Varis, 2010; UNESCO, 2013; Celot, 2010; 2014; 2015; EAVI, 2011; Ferguson, 2011; Hartai, 2014; Hobbs, 2007; 2010; Potter, 2014; Silverblatt, 2014; Verniers, 2009; Worsnop, 2004, etc.). To the best of our knowledge, we have been the first one ever to conduct the international experts' survey regarding the curriculum of media literacy education.

3. Instruments

The questionnaire was designed as follows:

- at first we asked the experts if media literacy education is part of the National Education Guidelines / Ministry of Education Standards;
- next, experts had to choose several categories that best describe the way of their media literacy education activities (Table 1) and the source of media literacy education curriculum support, relevant to their teaching (Table 2);
- then, one of the central questions of our survey followed, namely about the priorities of the content of media literacy education curriculum. Experts were to rank (on a scale from 1 to 10, with 1 being the most prioritized option, and 10 – the least) the suggested answers, separately for pre-school children, for secondary school children, for university students, and for general audience. Later we calculated, which of the options in each category got the maximum points, that is points between 1 and 3 (Table 3);
- similar ranking was done while answering the question about learning outcomes of media literacy education curriculum (Table 4);
- the next question dealt with the frequency of using particular strategies when assessing students' media literacy competence (Table 5);
- two more questions suggested free answers about curriculum approach(es) in media literacy education that the experts find effective and the biggest challenges for media literacy curriculum design and implementation.

4. Results

Table 1. Which of these categories best describe the way Your media literacy education activity is organized?

| Categories of media literacy education activities | Number of experts' votes (%) |
|--|------------------------------|
| Researching, designing curriculum, developing policy documents, teaching material and resources. | 83.1 |
| Teaching media studies course. | 70.8 |
| Teacher training course. | 46.1 |
| Teaching media literacy integrated in other subject area | 40.0 |
| Media criticism in mass media (e.g. write a newspaper column, Internet blog). | 30.8 |
| Other (please, specify). | 12.3 |

Analysis of the data in [Table 1](#) demonstrates that the majority of the respondents are involved into the process of researching, designing curriculum, developing policy documents, teaching material and resources (83.1 %) and teaching media studies course (70.8 %), almost half of them teacher occupies with training course and teaching media literacy integrated in other subject area. In agreement with the tendency of the synthesis of media literacy education and media criticism, as found in one of the previous expert surveys ([Fedorov & Levitskaya, 2015](#)), about one third of the respondents acknowledged that they were also involved in mass media criticism. Part of experts (12.3 %) added other relevant activities (consultation, expertise, speeches at academic conferences, writing monographs, and study guides on media literacy education).

Table 2. What source of media literacy education curriculum support have been useful for your teaching?

| Sources of media literacy education curriculum | Number of experts' votes (%) |
|--|------------------------------|
| Books, academic journals | 89.2 |
| Colleagues | 80.0 |
| Professional conference | 76.9 |
| Professional development course/seminar | 58.5 |
| Administration | 30.8 |
| Other (please specify): | 10.8 |

The data of [Table 2](#) displays that experts refer to books, academic journals (89.2 %), information provided by colleagues (80.0 %) and professional conference (76.9 %) as the dominant source of media literacy education curriculum support, applicable for their teaching. Slightly over a half experts mentioned professional development course/seminar and only one third – administration. as a central source for media literacy curriculum. Another source (10.8 %) was Internet.

Table 3. What are Your priorities of the content of media literacy education curriculum for each target group?

| Content of the media literacy education curriculum | Number of experts' votes (%) | | | |
|--|------------------------------|--------------------------------|--------------------------|-----------------------|
| | for pre-school children? | for secondary school children? | for university students? | for general audience? |
| Types and genres of media | 49.2 | 24.6 | 24.6 | 18.5 |
| Functions of media | 43.1 | 20.8 | 24.6 | 27.7 |
| Media and lifelong learning | 4.6 | 27.7 | 30.8 | 33.8 |
| Media languages | 33.8 | 40.0 | 33.8 | 18.5 |
| Media aesthetics | 24.6 | 18.5 | 27.7 | 18.5 |

| | | | | |
|--|------|------|------|------|
| Media production | 30.8 | 30.8 | 27.7 | 21.5 |
| Media representations | 33.8 | 46.1 | 30.8 | 30.8 |
| Media theories | 1.5 | 6.1 | 43.1 | 12.3 |
| Media literacy education theories | 3.1 | 7.7 | 40.0 | 12.3 |
| Commercial implications of media | 27.7 | 24.6 | 21.5 | 21.5 |
| Social implications of media | 18.5 | 40.0 | 26.9 | 30.8 |
| Political implications of media | 3.1 | 33.8 | 49.2 | 40.0 |
| Media and media culture history | 4.6 | 21.5 | 40.0 | 15.4 |
| Media ethics, peoples' rights and responsibilities | 21.5 | 49.2 | 49.2 | 36.9 |
| Role of media in a democratic society | 6.1 | 52.3 | 46.1 | 36.9 |
| Access to media sources, enquiry, determination of needs in the media sphere, media activities | 18.5 | 40.0 | 52.3 | 21.5 |
| Protection from harmful media effects | 46.1 | 33.8 | 30.8 | 36.9 |
| Media competences | 24.6 | 46.1 | 46.1 | 21.5 |
| History of media education | 1.5 | 24.6 | 18.5 | 12.3 |
| Other (please, specify) | 1.5 | 1.5 | 1.5 | 0 |

Analysis of the experts' answers to the question about the priority content of media literacy education curriculum, aimed at different target groups (Table 3) indicates that:

- as far as pre-school children are concerned, the experts distinguished the following content of the media literacy education curriculum: types and genres of media (49.2 %); protection from harmful media effects (46.1 %); functions of media (43.1 %); media languages & media representations (33.8 %); media production (30.8 %); commercial implications of media (27.7 %). It is only logical, moreover, absolutely correlates with the suggestions for media literacy education curricula, developed by leading organizations and individual educators (Alper, 2011; Ashley, et al, 2013; Grizzle, & Torras Calvo, 2013; UNESCO, 2013).

In contrast, it is possible to teach children of that age the basics about types, genres and functions of media and how to protect themselves from harmful media effects.

As for the secondary school children, the experts have chosen: role of media in a democratic society (52.3 %); media ethics, peoples' rights and responsibilities (49.2 %); media representations (46.1 %); media competences (46.1 %); media languages (40.0 %); social implications of media (40.0 %); access to media sources, enquiry, determination of needs in the media sphere, media activities (40.0 %); political implications of media (33.8 %); protection from harmful media effects (33.8 %). As it can be seen, the experts fairly considered to accentuate some complicated topics requiring a conscious awareness of social, cultural and political contexts (see, for example, Kirwan, et al, 2003; Ofcom, 2011; Mihailidis, & Thevenin, 2013).

Similarly to previous age group, units on media theories (6.1 %) and media literacy education theories (7.7%) gained the least numbers.

Table 4. What learning outcomes of media literacy education curriculum do you consider as the most important for each target group?

| Learning Outcomes (Students will...) | Number of experts' votes (%) | | | | |
|---|------------------------------|----------------------|--------------------------|-----------------------|-----------------------|
| | for pre-school children? | for school students? | for university students? | for teacher training? | for general audience? |
| identify some media forms | 52.3 | 24.6 | 18.5 | 15.4 | 21.5 |
| identify a variety of media forms | 18.5 | 36.9 | 15.4 | 18.5 | 27.7 |
| demonstrate the understanding of some types of media texts | 43.1 | 40.0 | 33.8 | 21.5 | 27.7 |
| demonstrate the understanding of a variety of different media texts | 30.8 | 58.5 | 43.1 | 36.9 | 46.1 |

| | | | | | |
|--|------|------|------|------|------|
| explain how the media language is used to create meaning | 36.9 | 33.8 | 36.9 | 36.9 | 30.8 |
| create a simple media text of some form | 43.1 | 33.8 | 21.5 | 21.5 | 18.5 |
| create a media text for self-expression | 24.6 | 36.9 | 36.9 | 27.7 | 33.8 |
| create a media text for participation in social/political life | 9.2 | 30.8 | 30.8 | 27.7 | 24.6 |
| create a variety of media texts aimed at different audiences, using appropriate media language | 9.2 | 36.9 | 40.0 | 43.1 | 24.6 |
| be able to reflect on and identify their strengths and areas for improvement in understanding and creating media texts | 4.6 | 24.6 | 36.9 | 30.8 | 27.7 |
| demonstrate the understanding of the role and functions of media in democratic societies | 6.1 | 43.1 | 30.8 | 52.3 | 43.1 |
| critically evaluate media content | 12.3 | 30.8 | 58.5 | 43.1 | 58.5 |
| analyse and critically evaluate media representations of people, issues, values, and behaviours | 9.2 | 36.9 | 58.5 | 58.5 | 43.1 |
| know roles and career options in a variety of media industries | 3.1 | 15.4 | 24.6 | 18.5 | 18.5 |
| know the main stages of the history of media and media culture | 1.5 | 30.8 | 30.8 | 30.8 | 18.5 |
| know the basic media theories | 1.5 | 15.4 | 33.8 | 36.9 | 18.5 |
| know the media literacy education theories | 1.5 | 3.1 | 21.5 | 40.0 | 12.3 |
| know the basic media effects and can protect themselves against harmful media effects | 21.5 | 33.8 | 18.5 | 30.8 | 40.0 |
| know about media ethics, peoples' rights and responsibilities | 15.4 | 30.8 | 46.1 | 40.0 | 40.0 |
| Other (please, specify) | 4.6 | 4.6 | 4.6 | 4.6 | 6.1 |

Table 4 reflects the experts' responses to the question of learning outcomes of media literacy education curriculum, that they consider as the most important for different groups.

Experts distinguished the following learning outcomes, most applicable for pre-school target group: children should be able to identify some media forms (52.3 %), demonstrate the understanding of some types of media texts (43.1 %), create a simple media text of some form (43.1 %), explain how the media language is used to create meaning (36.9 %), demonstrate the understanding of a variety of different media texts (30.8 %), create a media text for self-expression (24.6 %), know the basic media effects and can protect themselves against harmful media effects (21.5 %).

As for the secondary school children experts have chosen a larger variety of learning outcomes: demonstrate the understanding of a variety of different media texts (58.5 %), demonstrate the understanding of the role and functions of media in democratic societies (43.1 %), demonstrate the understanding of some types of media texts (40.0 %), identify a variety of media forms (36.9 %), create a media text for self-expression (36.9 %), create a variety of media texts aimed at different audiences, using appropriate media language (36.9 %), analyse and critically evaluate media representations of people, issues, values, and behaviours (36.9 %), explain how the media language is used to create meaning (33.8 %), create a simple media text of some form (33.8 %), know the basic media effects and can protect themselves against harmful media effects (33.8 %), create a media text for participation in social/political life (30.8 %), critically evaluate

media content (30.8 %), know the main stages of the history of media and media culture (30.8 %), know about media ethics, peoples' rights and responsibilities (30.8 %).

The following learning outcomes were selected for the university students: critically evaluate media content (58.5 %), analyse and critically evaluate media representations of people, issues, values, and behaviours (58.5 %), know about media ethics, peoples' rights and responsibilities (46.1 %), demonstrate the understanding of a variety of different media texts (46.1 %), create a variety of media texts aimed at different audiences, using appropriate media language (40.0 %), explain how the media language is used to create meaning (36.9%), create a media text for self-expression (36.9 %), be able to reflect on and identify their strengths and areas for improvement in understanding and creating media texts (36.9 %), demonstrate the understanding of some types of media texts (33.8 %), know the basic media theories (33.8 %), create a media text for participation in social/political life (30.8 %), demonstrate the understanding of the role and functions of media in democratic societies (30.8 %), know the main stages of the history of media and media culture (30.8 %). It should be noted that each of the suggested answers gained over 15 % of experts' agreement. These data show that leading learning outcomes for the university students' audience are the ones linked to the critical analysis of media texts and their creation. While learning outcomes connected with the understanding of the role, functions, and variety of media, head the list for school pupils' audience.

As for the general (adult) audience, such learning outcomes have the lead as: critically evaluate media content (58.5 %), demonstrate the understanding of a variety of different media texts (46.1 %), demonstrate the understanding of the role and functions of media in democratic societies (43.1 %), analyse and critically evaluate media representations of people, issues, values, and behaviours (43.1 %), know the basic media effects and can protect themselves against harmful media effects (40.0 %), know about media ethics, peoples' rights and responsibilities (40.0 %), create a media text for self-expression (33.8 %), explain how the media language is used to create meaning (30.8 %). The learning outcome of knowing the media literacy education theories gained the least per cent (12.3 %). The rest of the suggested learning outcomes reached from 18 % to 27 %. Thus, the critical analysis of media dominates as the most important one among learning outcomes for the mass audience.

Learning outcomes specifically applicable for teacher training of course had a special emphasis on analysis and critical evaluation of media representations of people, issues, values, and behaviours (58.5 %), understanding of the role and functions of media in democratic societies (52.3 %), creation a variety of media texts aimed at different audiences, using appropriate media language (43.1 %), critical evaluation of media content (43.1 %), knowledge about media ethics, peoples' rights and responsibilities (40.0 %).

Table 5. How often you use each of the following strategies when assessing students' media literacy competence?

| Strategies for assessing students' media literacy competence | Number of experts' votes (%) | | | | |
|--|------------------------------|----------------------|-------------|----------------------|----------------------|
| | Never | 1 – 3 times per year | every month | 1 – 3 times per week | 4 – 5 times per week |
| student surveys | 6.1 | 55.4 | 21.5 | 6.1 | 3.1 |
| real-world projects and investigations | 0.0 | 36.9 | 15.4 | 21.5 | 6.1 |
| portfolios | 15.4 | 36.9 | 9.2 | 6.1 | 6.1 |
| reports and reviews | 1.5 | 30.1 | 27.7 | 21.5 | 0.0 |
| course work | 0.0 | 27.7 | 21.5 | 24.6 | 6.1 |
| scales and rubrics | 7.7 | 27.7 | 18.5 | 6.1 | 3.1 |
| student anthologies, logs, journals | 21.5 | 27.7 | 12.3 | 15.4 | 6.1 |
| analytical frameworks | 6.1 | 18.5 | 18.5 | 15.4 | 12.3 |
| critical or deconstruction exercises | 1.5 | 15.4 | 30.1 | 18.5 | 18.5 |
| Other (please, specify) | 0.0 | 3.1 | 0.0 | 0.0 | 1.5 |

Analysis of the answers to the question on how often experts use each of the different strategies when assessing students' media literacy competence (Table 5) revealed that specialists often (1–3 times a week) use course work in the classes (24.6 %), reports and reviews (21.5 %) and real-world projects and investigations (21.5 %), critical or deconstruction exercises (18.5 %). Three out of these four types of activities retain their leadership within the frequency of every month activities: critical or deconstruction exercises (30.1 %), reports and reviews (27.7 %) and course work (21.5 %). However as far as the frequency 1–3 times an academic year is concerned, such assignments as students' surveys dominate (55.4 %).

5. Discussion and Conclusions

While answering the question about what curriculum approach(es) in media literacy education they find effective, experts accentuated the following: UNESCO, Media Literacy Clearinghouse, Australian Curriculum Assessment and Reporting Authority, CLEMI (France), Grupo Comunicar (Spain), Canadian Centre for Digital and Media Literacy Media Smarts, Media Education Lab by Renee Hobbs British Film Institute Teaching Modules for Film in the Classroom, The Digital International Media Literacy eBook (DIMLE), The Keys to Interpreting Media Messages by Art Silverblatt, the works of Frank Baker and J.W. Potter.

As for the biggest challenges for media literacy curriculum design and implementation, the experts pointed out:

- the resistance of the administrative bodies (such as ministry, National Education Institution, etc): experts from Armenia, China, Greece, Russia, Serbia;
- overloaded curriculum in the classroom: (Armenia, Greece, Hungary);
- the initial and continuing training for teachers (Belgium, Canada, Greece, Hungary, Mexico, Russia, Spain, USA);
- the development of the critical thinking towards the media (Israel, Russia, Slovakia);
- the development high-level research and curriculum proposals (those polled from Hungary, Serbia, Spain, Russia, Thailand, USA).

Kathleen Tyner is convinced that “with multiple aims, definitions, purposes and theories, media literacy education does not yet have the consensus to define itself as a field, although field building activities are in process“. One of the leaders of an international project The Digital International Media Literacy eBook Project (DIMLE) Sara Gabai wrote that the major challenges for media literacy curriculum design and implementation are: “the lack of a clear and practical internationally recognized media literacy framework that can be used and shared cross-culturally by multiple stakeholders (civil society, indigenous communities, marginalized groups, academia, NGOs, media institutions, Intergovernmental organizations, governments); and the lack of culturally relevant media literacy educational resources suitable for an international audience. And one of possible solution is The Digital International Media Literacy eBook Project (DIMLE) is designed to provide a shared qualitative approach to the study of media literacy and to promote international media literacy scholarship“. Media literacy experts from over 40 countries in the world are working together to create online eBook editions of *Media Literacy: Keys to Interpreting Media Messages* that are updated, relevant and culture and context sensitive. And as stressed by Sara Gabai, “each country will need a media literacy curriculum that reflects at best their cultural and media contexts and that is implemented in local languages and through situated experiences”.

The analysis of the Table 4 data demonstrates that we succeeded in providing the majority of media literacy education learning outcomes, since only 4 % to 6 % of options (that were missing, in their opinion) were additionally suggested by the experts.

The analysis of the research findings let us draw the following conclusions:

- we have succeeded in bringing together global media literacy education leaders – highly qualified respondents experienced both in practical and theoretical aspects of media literacy education. Their answers provide insight into the current state and future of media education worldwide;

- experts' answers indicate that we were able to (on the basis of existing materials in different countries) accentuate core types of sources of media literacy education curriculum support, useful for teaching; key content and learning outcomes of media literacy education curriculum; and strategies of assessing students' media literacy competence, aimed at various target groups;

- most significant challenges facing media literacy curriculum design and implementation are the resistance of the administrative bodies, overloaded curriculum in the classroom, poor development of the initial and continuing training for teachers, need for the development of high-level research and curriculum proposals.

Many of the implications have yet to be researched. It is important to note that like for any other academic discipline, curricula for media literacy is the keystone of effective teaching and learning and should reflect a sophisticated understanding of the subject matter, instructional and assessment practices. As we have elaborated throughout this study, modern media educators use common processes for developing media literacy curriculum; and we think that still a greater curricular consistency should be reached on a global scale. In reference with the above, we highly appreciate the timely initiative of the international project *The Digital International Media Literacy eBook Project (DIMLE)*, aimed at creating a multilingual, country-specific study guide and curriculum of media literacy education.

6. Support and acknowledgement

This article is written within the framework of a study supported by the grant of the Russian Science Foundation (RSF). Project 14-18-00014 «Synthesis of media education and media criticism in the preparation of future teachers», performed at Taganrog Management and Economics Institute.

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