

Prof. Dr. Alexander Fedorov

Condition of Media Education Around the World: Experts' Opinions

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The beginning of the XXI century marked the rise of the interest to media education in many countries. The last edition of Russian Pedagogical Encyclopedia defines media education as the area in pedagogic, encouraging the study of "the mechanism and laws of mass communication (press, television, radio, cinema, video, etc.). The main objectives of media education are: to prepare the new generation for the modern information age, teach to perceive different kinds of information; to teach a child/ student to understand it, and realize the consequences of its impact on human mentality, to master different forms of communication including the nonverbal communication with the help of technical means" (1).

However the development of media education around the world is going on unevenly and faces all kinds of problems. Having this in mind, we asked the leading Russian and foreign media educations to answer the questionnaire in order to clarify the following questions:

- 1. What is the present condition of media education/literacy development in your country? What are the main achievements, failures, and problems?*
- 2. Have any new tendencies in media education appeared in your country in the 21st century?*
- 3. Could evidence from foreign experience help the development of media education in your country? If yes, which country's experiences would be useful? And how might it help?*
- 4. Can modern media criticism become the ally of movement of media education? If yes, how?*
- 5. Is it essential to introduce compulsory integrated or specialist media education courses in curricula of mainstream schools? Or would it be better to set up informal courses for general audiences?*
- 6. Are there specialist "Media educator" courses in higher education in your country? If not, why? If yes, what kind(s) of courses are there and how were they set up?*
- 7. What prospects are there for the development of media education/literacy in your country in the foreseeable future? What, in your opinion, are the essential first steps?*

We are deeply thankful to all the experts in media education/literacy, who promptly wrote back. In the result our questions were answered by 25 specialists from 9 countries (note that the experts chose which questions to answer).

Frank Baker, Media Education Consultant, Webmaster for Media Literacy Clearinghouse (<http://medialit.med.sc.edu>). Columbia, USA

M.Ph. Cary Bazalgette, Education Policy Adviser, British Film Institute(<http://www.bfi.org.uk>). London, UK.

Dr. Elena Bondarenko, head of Media Education Laboratory, Russian Academy of Education (<http://www.mediaeducation.ru>), member of Russian Association for Film and Media Education. Moscow, Russia.

Prof.Dr. Richard Cornell, Emeritus Professor of Instructional Technology at the University of Central Florida in Orlando after having taught there for 35 years. Former President of the International Council for Educational Media (ICEM <http://www.icem-cime.org>), a NGO of UNESCO for five years and continues to serve the ICEM Executive in an advisory capacity. In 2006 he will complete three years as a member of the Board of Directors of the Association for Educational Communications and Technology (<http://www.aect.org>). Orlando, USA.

Dr.Harald Gapski, Head of Project Development ECMC (European Centre for Media Competence (<http://www.ecmc.de>), Secretary of EENet, European Experts' Network for Education and Technology (<http://www.eenet.org>), Marl, Germany

Prof.Dr. Valery Gura, Taganrog State Pedagogical Institute (<http://tgpi.ttn.ru>), Russia, member of Russian Association for Film and Media Education (<http://edu.of.ru/mediaeducation>), member of the Association for Educational Communications and Technology (<http://www.aect.org>).

Dr. Nikolai Hilko, Siberian Office of Russian Institute of Cultural Studies, Russia, member of Russian Association for Film and Media Education(<http://edu.of.ru/mediaeducation>). Omsk, Russia.

Dr. Katia Hristova, University of National and World Economy, Sofia, Bulgaria.

Dr.Jenny Johnson, member of the Association for Educational Communications and Technology (<http://www.aect.org>). USA.

Prof.Dr. David Klooster, Chair of Department of English, Hope College, Holland, one of the main authors of pedagogical journal 'Thinking Classroom' (<http://www.rwct.net>). Michigan, USA.

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Susanne Krucsay, Head of Department, Ministry of Education, Vienna, Austria

Prof.Dr.Robert Kubey, director of the Center for Media Studies at Rutgers University, USA.

Dr. Geoff Lealand, professor of Screen and Media Studies, University of Waikato, New Zealand

Dr. Elena Murukina, Taganrog State Pedagogical Institute, member of Russian Association for Film and Media Education (<http://edu.of.ru/mediaeducation>), Russia.

Dr. Anastasia Novikova, Taganrog Management and Economics Institute, Russia, member of Russian Association for Film and Media Education (<http://edu.of.ru/mediaeducation>). Russia.

Prof. Dr. Konstantin Ognev, vice-rector of VGIK- All-Russian Institute of Cinematography, Moscow, Russia

Zurab Oshxneli, Director of the College of Media, Advertising and TV Arts, Tbilisi, Georgia.

Trygve Panhoff, former President of the Norwegian Media Education Association, editor of 'Tilt' a mediapedagogical magazine, Oslo, Norway.

Dr. Stal Penzin, professor of film studies at Voronezh State University, Russia, member of Russian Association for Film and Media Education (<http://edu.of.ru/mediaeducation>). Voronezh, Russia.

Prof. Valery Prozorov, Dean of Faculty of Literature and Journalism, Saratov State University, Russia, member of Russian Association for Film and Media Education (<http://edu.of.ru/mediaeducation>), Saratov, Russia

Dr. Faith Rogow, the founding president of the Alliance for a Media Literate America (AMLA, <http://www.amlainfo.org>), on whose board she still serves. USA.

Dr. Elena Yastrebtseva, executive director and head of scientific development of Intel Program 'Education for Future' (<http://www.iteach.ru>), Moscow, Russia.

The answers to the first question: *What is the present condition of media education/literacy development in your country? What are the main achievements, failures, and problems?*

Frank Baker:

Media literacy education in the US is still very much fragmented: there are elements of media literacy in each of the 50 state's teaching standards, but media is not tested and so teachers don't teach it.

Cary Bazalgette:

I will interpret "your country" as England: you need to contact others in Wales, Scotland and Northern Ireland, where conditions are different. In England (school population 9 million) some 70,000 young people take specialist, accredited media courses at General Certificate of Education (GCSE) at age 16, and in media or film study at Advanced Level General Certificate of Education at age 18. There are minor references to media education in the National Curriculum for 11-16 year olds, in subject English and in Citizenship. The National Literacy Strategy for 3-14 year olds makes some references to film and media, and an increasing amount of media is now taught in this context, though with variable quality. The main brake on development is Government fear that to endorse media education for everyone

would be attacked by the rightwing press as lowering standards of education. It is thus difficult to get funding for research into media education, to set up initial teacher training for media teaching, and for teachers to get funding for professional development.

Elena Bondarenko:

The current state of media education in our country can be characterized in a nutshell as *formation*. The condition of media education is the consequence of the general condition of the information environment. By now the new information priorities and stable information communities have been formed. We can distinguish the leading areas of research-forms and types of media education, areas of development of the information culture, values and motivation in the sphere of media culture. A lot of things have changed since the mid 1990s, and it is only today that the process is becoming stabilized and foreseeable to some extent.

Richard Cornell:

Alex Fedorov, when asked to define “media education,” in a 2006 interview in the publication *Thinking Classroom*, “Media Education Must Become Part and Parcel of the Curriculum”¹, he quotes the work of a number of educators around the world when answering the question: the UNESCO definition (1):

Media Education

- deals with all communication media and includes the printed word and graphics, the sound, the still as well as the moving image, delivered on any kind of technology;
- enables people to gain understanding of the communication media used in their society and the way they operate and to acquire skills using these media to communicate with others;
- ensures that people learn how to
- analyze, critically reflect upon and create media texts;
- identify the sources of media texts, their political, social, commercial and/or cultural interests, and their contexts;
- interpret the messages and values offered by the media;
- select appropriate media for communicating their own messages or stories and for reaching their intended audience;
- gain or demand access to media for both reception and production.

The answer to Question 1, above, must reference which of the plethora of UNESCO definitions best applies. The short answer is that all of the above elements are deemed critical by some educators at all levels of education and training in the United States. Note the operative descriptor is “some.”

Americans, like many of their counterparts around the world, are increasingly subjected (bombarded?) to numerous media messages daily, with relatively few of them being directed at education. Those that are, especially those that are acted upon, increasingly are employing a variety of strategies that depend on sound

¹ Published in the international journal *Thinking Classroom*, 2006. Vol.7, Number 3, pp. 25-30.

instructional design so the accuracy of meaning and intent is maximized. The reality, however, is that far too few American educators are conversant with instructional design and its role in crafting accurate messages.

Instructional design principles evolved through systems theory, most likely first employed by engineers but soon picked up by teacher educators as being precisely what was needed to take teacher training out of the realm of vague goal setting and into the reality of concrete outcomes based on analysis, design, development, implementation, and evaluation.

To assume that teacher educators warmly embraced this systems approach would be inaccurate – teacher trainers resisted adoption of such a mechanistic approach to curriculum design and subsequent implementation of teaching strategies in their classrooms. This situation, however, is changing.

The point here is that media education depends on sound instructional design if it is to prove effective. This soundness must permeate all levels of the communication process and all levels of the above items depicted as being defined outcomes of media education.

While instructional design may, at least on the surface, appear to be mechanical, impersonal, and lock-step, just the opposite marks its characteristics; good instructional design starts with focus on the students, rather than the teacher, and everything that follows builds upon that premise.

So, if we were to assess the present condition of media education in the United States, it might best be described as being in process.

The good news about achieving sound media education practices is that Americans are now very critical of what is being written, heard, viewed, and experienced in the name of education. Such criticism is also spilling over to address inequities in the public, military, and corporate sectors as well. The rampant dependence upon annual mandated performance-based testing that sweeps across America, encouraged and abated by practices mandated through the No Child Left Behind Act (NCLB), (always enthusiastically promoted by government education bureaucrats but mainly and seriously under-funded by same) has left teachers in the public schools shell shocked and paralyzed as they scramble to teach to the test!

The resulting criticism about the rigidity of curriculum that is force-fed via teachers to students to meet the NCLB standards is now being resisted by many state governments. This resistance has encouraged a national dialogue related to national testing based on a “one-size-fits-all” model and gradually state legislators and departments of education are adopting evaluation methods that are, at least on the surface, more humane to both teachers and students.

The failure related to media education amidst all of this national testing frenzy is that few cogent media principles are addressed, not because teachers are unwilling to include them in their classes but because teaching to the test leaves little if any room for anything other than reading, science and mathematics. Art, music, vocational education, social sciences, and media analysis have been left hanging by tenuous threads that are continually unraveling to the breaking point.

The mass media has reverted to being the media sans the masses, reflecting what those owning the major media conglomerates most want publicized and downplaying any news that might upset those in power.

With all such trends, there exist exceptions, not always held by the total news organization but increasingly by those within it who share different opinions. There is still freedom of the press but such freedom tends to feature media resources that are favored by either the economic or political elite. That America is fast becoming a divided nation of the rich and all the others is increasing apparent to growing numbers of commentators and analysts.

Harald Gapski:

Media education has been discussed in the context of education for decades (of course one can trace back reflections on the role of media (written word vs. spoken word) back to ancient philosophers). Recently, second half of last century, an important shift took place from "protection" to "empowerment". Producing, reflecting and creating different media formats can create media literate media consumers and users.

All states in Germany have developed concepts for media education in schools:

<http://www.bildungserver.de/zeigen.html?seite=2884>

During the last ten years the discussion on media was very much dominated by new, digital media: computer and Internet (ICT). The key word and the demand for "Medienkompetenz" marked the broad diffusion of ICT in society and in the educational sector in Germany. The problem is that whenever a new media appears in society there will be a demand for a new media education. We need a holistic approach which takes into account that every educational process always refers to media, be that books, films or computers. And we need to link media education to the concept of "life long learning" and "organizational learning".

Valery Gura:

In my opinion media education in Russia is on the upgrade. The Association for Film and Media Education is working purposefully. Thanks to the efforts of enthusiasts, and above all, Prof. Fedorov, the academic journal "Media Education" has been set up, the specialization Media Education (03.13.30) is opened in Taganrog State Pedagogical Institute. Media pedagogy is actively developing in the Urals and Siberia. However the role of media education as it had previously happened to computerization is underestimated. The problem hindering the spread of media education is to my mind the illiteracy and/or resistance of school teachers in this field, their inability to differentiate between using media as technical teaching aids and teaching about media.

Nikolai Hilko:

The current condition of media education can be assessed as less than satisfactory, even depressing. The major problem here is the misunderstanding of some part of young people, administration bodies, and some academicians of the essence of

media education, the importance to establish the rational balance between the production and consumption of information.

Katia Hristova:

The term media literacy is still not widespread in Bulgaria. Only a few media scientists in their publications use it. Media literacy is not included as a subject in Bulgarian schools curriculum, nor it is recognized as an important mechanism for child prevention against the harmful influences of the TV content. According to the research “TV and the 6-10 years children” (Katia Hristova, dissertation, 2006) there are some serious gaps in the Bulgarian children media literacy.

Jenny Johnson

Problems are financial.

David Klooster:

In my view, media education in the United States is sophisticated at the upper levels of graduate and undergraduate education in the universities, but it is not widely disseminated in primary and secondary schools. Thus, a small number of well educated specialists have deep and important knowledge, but this knowledge and critical ability are not widely shared by the general public. The media, especially television, film, and music, are very widely influential in American culture, but the general media education of our citizens is not especially sophisticated.

Victoria Kolesnichenko:

It is difficult to characterize the modern condition of media education objectively; nevertheless on the whole I believe it is worth positive evaluation.

Among the definite achievements are:

-launching web sites for media education since 2000
(<http://edu.of.ru/mediaeducation>, <http://www.medialiteracy.boom.ru>,
<http://www.mediaeducation.boom.ru>;

-getting an official status as a specialization in pedagogical institutes (since 2002);

-establishment and regular distribution of the new academic magazine *Media Education* (since 2005);

-growing number of monographs, teaching manuals, articles, dissertations related to ME;

-support of ME in Russia (since 2004) by the Russian Committee of the UNESCO program “Information for All” (<http://www.ifap.ru>) and the Moscow UNESCO Office.

The main challenge to my mind is that the society at large (including many official educational structures) is still not aware of the tangible necessity for the active integration of ME on a large scale.

Sergei Korkonosenko:

If we mean media education for masses, at least on the basic level of media literacy, then it is represented by the poorly coordinated actions of enthusiasts. There are plenty of examples of integration of media related courses into the school curriculum (the country is indeed very big). But by no means have they produced a system. The same is true for the higher education. Most typical here are the attempts to establish the societies or clubs of student journalists. Modern computer equipment of some schools let students publish a school newspaper. But the samples I see look too amateur. The situation is slightly better in children' out-of-school centers of young journalists, where instructors are often experienced journalists or university professors. That's the case with St. Petersburg. For several decades has been functioning the department of photo correspondents headed by the excellent specialist in press photography P.Markin. Still the specialists in the field of journalism remain the main "resource" for media education, although we cannot consider this practice to be *the* media education in its broad context. Unfortunately the information about ME is disseminated among the teachers of journalism only fragmentary, patchy; moreover the majority of them know almost nothing about it. I can state it with all the responsibility due to my contacts with colleagues. However the reports on key ideas and foundations of media education and media criticism are always arousing great interest among them.

Alexander Korochensky:

The scattered efforts of media educators-enthusiasts are replaced by the all-Russian movement of media education proponents- the representatives of education, journalism, sociology, etc. Important role in its promotion was played by the Association of Film and Media Education of Russia and personally by its president Alexander Fedorov. The resulting union of teachers and researchers, constant discussion of media education problems on the pages of the magazine and Internet sites, dissertations and organization of conferences- all these factors contributed to the greater consolidation of the theoretical framework of ME. These are the main achievements of the recent years. In our opinion, misfortunes, problems of Russian ME first of all result from the absence of systematic media education in secondary schools, legitimacy of media education major in pedagogical institutes (although students can choose ME as their minor since 2002), which is absolutely necessary for the pre-service teacher training. Today there's much discourse around "information society", "mediated society". But we do not see the adequate reaction of the education system to the need of the preparation of new generations of citizens for life and activities in information saturated society. This training can be realized through mass ME, starting with secondary school level.

Susanne Krucsay:

Achievements: increasing awareness of the importance of media education; more courses for teacher training; Failures, problems: the worldwide consent of "quality" in education which is purely based on the notion of evaluation/assessment/ranking takes a reductionistic view of what education

is/should be. This is why approaches which cannot be measured in all their aspects are neglected in school teaching.

Robert Kubey:

Improving in the U.S. Better national organization than in the past.

Geoff Lealand:

In New Zealand, media teaching is generally in good health and in a state of continuous growth, both at the secondary school level, and in the tertiary sector. It has official recognition and support, in the former sector, through being included as the subject area Media Studies in the National Certificate of Educational Achievement (NCEA), as well as Scholarship. NCEA is the major educational framework across the country, and in 2005 nearly 10,000 students were studying NCEA Media Studies. Media also remains as a major strand (Visual Language) in the national English curriculum.

The major achievements have been this official recognition, whereby Media Studies beside more traditional subjects such as English and History. There has also been strong growth in the tertiary sector, with a wide range of media-related teaching.

The media teachers' organisation (National Association of Media Educators) continues to take a leading role in promoting the subject, resourcing, and having direct input into assessment and moderation of NCEA Media Studies.

Some problems remain -- some universal, some particular to New Zealand circumstances. Teacher training institutions continue to ignore media training (despite its strong presence in NZ education) but graduates from tertiary courses are beginning to make an impact. Easy access to up-to-date resources is a problem but this is improving, through resource-sharing, NAME-sponsored workshops and bi-annual conferences, and Ministry of Education support (e.g. in developing web-based resources).

There is a need to develop closer co-operation between secondary and tertiary media teaching (the focus of my current research project). Debate continues about the desirability (pros and cons) of a national curriculum/framework. In the meantime, NCEA Media Studies provides a 'proxy' curriculum.

Elena Murukina:

I evaluate the current state of ME in Russia as stabilized. Among the achievements one could note the activities of ME centers in universities, and research laboratories (e.g. Belgorod, Voronezh, Ekaterinburg, Irkutsk, Kurgan, Moscow, Omsk, Perm, St. Petersburg, Samara, Taganrog, Tambov, Tver, Tolyatti, Tomsk, Chelyabinsk).

Anastasia Novikova:

I think that ME in Russia has gotten some official recognition recently, and this time not only due to the individual efforts of its advocates, but also due to the

support of UNESCO program “Information for all”, research grants of the Russian Foundation for Humanities, Program of the President of the Russian Federation, Ministry of Education and Science, etc. However it should be noted that the definition of the key concept of media education discourse- media literacy- still provokes heated discussions among colleagues from adjoining academic subjects.

Konstantin Ognev:

Before answering the questions, I would like to say that I am not in position to judge the media education state in the whole country; I am going to speak only about some problems that according to my pedagogical and administrative experience are critical. This local objective to some degree I think will let as well highlight some common problems of my colleagues from the Association for Film and Media Education in Russia.

Film education in All-Russian State Institute of Cinematography (VGIK) is going through a very difficult time period again. The history of the first Film Institute in the world, beginning from its foundation, knows a lot of examples when so-called well-wishers talked about the crisis of the system of education there and the need for its reconstruction. Fortunately every time when such campaigns emerged (from back in the 1920s till some recent publications), the state policy relied on the sound decisions and promoted the preservation and development of the Institute’s school, which traditions became the basis of the world cinematography education.

Today unfortunately, the crisis is experienced in all main components of the educational process.

First, since 1990s- due to the extremely low level of the wages, - the renewal of the faculty has almost ceased. Intergenerational continuity was disrupted. The old generation goes away. The middle one, unfortunately, does not become younger. And the representatives of the young generation of the faculty (many of whom are in their forties) do not see any prospect in their professional activity, therefore teaching becomes a second, part-time job, and sometimes they abandon it at all.

Secondly, during the last decade the general level of education in this country has “crashed”. A school-leaver of the 21st century doesn’t know what an encyclopedia is, can’t use the original sources. I am not an opponent of new technologies, but when from serving as up-to-date tools they turn into the foundation of a human’s development, the process of the development of the Humankind stops. A considerable part of the young, aspiring to a cinematography education can’t *think*, but believe that trade skills are the foundation stone of a cinema profession.

And finally, thirdly, the gap between the modern film, television, video production and the technological basis of the training film studio of VGIK has widened. If in the 1980s, in spite of some underrun its condition allowed graduates to feel confidently at the production set, then now, after 20 years, the VGIK graduate as a rule has to study the technical basis of his affiliation from scratch.

However we do encounter the reverse process, when production companies direct their employees to study in VGIK. It is also problematic because the production studio can't afford "losing" an employee for a long time, and VGIK in its turn can't be responsible for the quality of educational programs if they are too limited in time.

This leads to the unfair criticism of VGIK for alleged unwillingness to account the production interests on the one hand, and on the other hand- the emergence of the numerous educational structures, referring to the faculty and teaching programs of VGIK, but in fact having the agenda of giving out higher education diplomas, often illegitimate "on the conveyor line". It is not accidentally that these structures come and go, because in their majority they are built on the principle of a financial pyramid, where there's no place for real knowledge.

Zurab Oshxneli:

In Georgia, there is no media education literature. So, in our country, there are no achievements, no failures and problems. Georgian office of Inter-news has translated in Georgian and published some educational books and brochures in the last 6 years, but this is nothing compared to the amount of literature in other countries. The College of Media, Advertising and TV Arts buys some media education books in Moscow, with the help of individual persons. After 15 years less and less people speak Russian. It is the opposite situation with the English language - 99% of youth know it, but teachers do not.

Trygve Panhoff:

In Norway media education is fairly good. Best results are achieved in secondary school and high schools/universities. The subjects "media education" and "media and communication" exist in several gymnasiums, the latter of a more practical character, where production is mostly involved. These are among our most popular subjects. The main drawback is that media education, which is thematically obligatory in many subjects down to primary school, is still not obligatory for future teachers. Some schools also lack necessary equipment.

Stal Penzin:

The main event of the recent years- is the opening of the journal "*Media Education*", established by the Russian Committee of the UNESCO program "Information For All", the Moscow Office of UNESCO and Russian Association for Film and Media Education. This publication has already begun implementing its main function: to unite individual enthusiasts of media education around the country. Unfortunately, we are still on our own. All vertical connections have collapsed. State organizations as well as public (including the Union of Cinematography of the Russian Federation, that earlier provided substantial support) do not show any interest to ME.

Under these circumstances horizontal connections became common, that is contacts directly between cities, schools, institutes, colleagues. As an example, I'd

refer to the union of two universities - Tver and Voronezh, resulting in publications, summarizing the experience of media educators in both institutions: articles, and the textbook "Film in Education of Youth" (Tver, 2005, 188p.). This book is unique because it presents the cinema art peculiarities, basics of methods of using film in education to teachers and parents in a concise form. But the edition is tiny - 100 copies, for a huge Russian territory, its schools and universities remain unavailable. Academic magazines (including 'Media Education') published enthusiastic reviews, but the authors could not find the supportive government or public organization to publish the sufficient edition of copies. This example proves the fact that ME in this country is still at its initial stage of development; the state system of ME has not been created yet.

Valery Prozorov:

We are still at the initial stage of development of ME, although enthusiasts (to name the foremost in our country - definitely Alexander Fedorov, his team and followers) have already initiated and implemented a lot. Way to go!

Faith Rogow:

Media literacy education in the U.S. is in its early childhood and growing. AMLA the Alliance for a Media Literate America (<http://www.AMLAinfo.org>) the nations first membership organization for media literacy educators, is now just five years old.

We are still slowed by debates between those who see the primary purpose of media education as teaching about the effects of media, seeing media as something to teach against, and those who ground media education in an expanded notion of literacy, focusing on teaching critical thinking skills and developing sound pedagogical strategies. We have also been slowed by a significant lack of funding and failure to agree on one overarching term (so people remain scattered, calling their approach information literacy or technology literacy or critical literacy or media studies or media literacy education, etc.).

Despite the difficulties, there has been a boom of youth production classes and projects that include media literacy instruction. And the notion that media education should be integrated into the curriculum rather than simply added on as an additional course or topic seems to be taking hold (see, for example, Project Look Sharp at Ithaca College, www.ithaca.edu/looksharp).

We have also been very successful at expanding the ranks of the leadership in the field of media literacy education. Ten years ago, the inner circle of leaders was probably no larger than 20 people. Today, AMLA alone has 5 times that many people taking active leadership roles, either nationally or in their communities.

Elena Yastrebtseva:

There are achievements undoubtedly, and they are written about. As for the problems: in Russian media education related to secondary school the prevailing priority is given to the non-productive activity of students. We also lack system projects (programs) and research (including psychological), dealing with the

development of methods and forms of work with children aimed at independent thinking and their “protection” from massive negative information.

Conclusion. The close reading of the answers to the first question shows that leading Russian media educators evaluate the current condition of media education in Russia differently. Some of them are rather optimistic (V.Gura, V.Kolesnichenko, A.Korochensky, A.Novikova, V.Prozorov), referring to certain facts and tendencies, acknowledge the situation of the movement’s rise. The others (S.Penzin, N.Hilko) complain about the lack of the administrative support. Other experts (E.Bondarenko, E.Muryukina) focus of the stabilization of the media education process. Two experts provide the perspective of education for future media professionals, in journalism (S.Korkonosenko) and film (K.Ognev).

Russian experts to a large extent agree that media education movement is facing considerable challenges; general public (including many teachers) on the whole is not aware of the aims of media education, integrated or extracurricular media education in schools is still the result of the initiatives of individual enthusiasts, and teachers often interpret ME as simply use of audiovisual technical aids, ignoring creative activities, aimed at the development of critical thinking, and media production by students as well.

Foreign experts, acknowledging certain achievements of ME in their countries, accentuate problems, similar to the Russian context: lack of the teacher trainings (we should bear in mind though that media educators from Canada, Australia and Hungary didn’t take part in the questionnaire, while it’s in these countries that ME is the required component of school program from the 1st till 12th grade), lack of the financing, etc. Two foreign experts - from Bulgaria and Georgia remark with a sense of bitterness that ME movement is still a very new domain for their countries.

Question 2. Have any new tendencies in media education appeared in your country in the 21st century?

Frank Baker:

The good news is that elements of media literacy are in the standards. There are several regional conferences and other initiatives designed to fill the void in teacher preparation and classroom materials. Some national textbooks have begun to include it, but it is not widespread yet.

Cary Bazalgette:

There is a growing amount of media education practice emerging in the 3-14 age range, located within Literacy teaching, and based on moving image media, led by BFI resources for this sector. There are also plans under way to develop a more outcomes-led, less prescriptive curriculum, which will set schools free to develop and manage their teaching strategies in more adventurous ways, and which is likely to enable much more media teaching to go on.

The 2003 Communications Act set up a new regulatory body for the electronic media industries, giving it a responsibility to foster media literacy. This has been good for profile, but also a problem because it has encouraged a very simplistic notion of media education – as protectionist, or exclusively concerned with technological access and know-how.

A new Diploma in Creative and Media is planned as an option for students in the 14-19 age range from 2008. This will offer a very broad range of learning in relation to a number of media forms, accredited at three levels, and with a strong practical/creative element. It is a potentially exciting development, although there is the danger that it will be seen as having lower status than A Level.

Elena Bondarenko:

XXI century is marked by the emergence of new forms of a dialogue with mass media - the degree of interactivity rose. Among other things, the web journalism is developing. We see a new stage in the development of media criticism. The differentiation of educational institutions leads to the new level of forming the media complex. Problems to face relate not only to pupils' development on the media material but also to new approaches to shaping the educational environment.

Richard Cornell:

Aside from increased media criticism, the evolvement of social networking software is radically changing the communications landscape across America. Blogs, wikis, ipods, instant messaging, and the ever-ubiquitous cell phone has descended upon the populace, and people of all ages, genders, and socio-economic level are turning rapidly to these resources, many of which are without cost to the user. Telephony has morphed into a PC-to-PC phenomenon, also at little or no user cost, and the conglomerate communications companies, AT&T, Verizon, Bell South, etc. are reeling with the loss of what was formerly a monopolized communications environment.

Users now commonly employ instant messaging with video added to communicate with family, friends, and colleagues across the world, on a daily basis, and at no charge other than subscription to a network provider.

More and more households are subscribing to broadband given the increasing number of large files that feature streaming video, Power Point presentations with audio, and other similar programs that benefit from larger band width.

The number of American households now having at least one computer is rapidly increasing. With the cost of fuel escalating, more Americans are seeking cost-effective ways of managing their time, budgets, and travel expenses; thus more are staying home.

All of this in the face of workweeks that often exceeds 50-60 hours by many American workers.

Harald Gapski:

Media education acknowledges and stresses the important role of the organisational setting. The usage of Media implies the change of learning and communication processes. Introducing new media in a social system implies organisational development. Media education in 21st century is closely linked to digital literacy.

Valery Gura:

The main tendency of ME in the XXI century in our country to my mind is the intensive study of the experience of countries leading in this field, such as Canada, Australia, Great Britain, etc.

Nikolai Hilko:

The current tendencies are: striving for a higher status of ME in Russia; need for the constant renewal of approaches to media education activity; widening of media maintenance and need for its arrangement.

Katia Hristova:

In the beginning of the new century Bulgarian society started to use the term media literacy.

Jenny Johnson:

Increasing utilization.

Sergei Korkonosenko:

The best efforts from the viewpoint of persistency and professionalism, are made by the Russian Association of Film and Media Education, including the issuing of the journal “*Media Education*”. It’s too early to speak of tendencies, but media education becomes a topic in academic literature and methodological discussions more and more often.

Alexander Korochensky:

It’s in the new century that media education is gaining the scale of public, professional and academic *movement*. This is the main tendency.

Susanne Krucsay:

New technologies are changing the traditional conception of the world, their potential is regarded either in an uncritical euphemistic way or condemned altogether. Critical elements do not find their way into a more differentiated attitude.

Geoff Lealand:

Official recognition; the emergence of new, enthusiastic teachers; continuous desire for such course from students; the critical role of NAME, in

promoting the subject; the arrival of new media forms (eg mobile technology), and the need for teachers to keep up with these.

Anastasia Novikova:

As for Russia, we evidence the tendency, characteristic for example to GB, Canada, the U.S. or Germany in the mid-late 90s, - and that is the shift of emphasis onto computer literacy and media education on the material of Internet.

Konstantin Ognev:

The main tendency is the modification of basic educational programs, due to the acceleration of the sci-tech progress and the appearance of new screen technologies. Thus for example, the department of the second professional education in VGIK has been training directors of montage as part of the contract with AVID. Along the directing and art department in VGIK now there is the department of multimedia, the economics department was reorganized and today it trains producers-to-be. By the way it was due to the VGIK efforts and not production studios or Federal agency for culture and cinematography, that this profession got the official status in our country. It is not always easy to align the requirements of educational standards with the requirements of production, based on new technologies. Sometimes this process elongates for years, that's why I don't want to speak of other VGIK projects yet.

Zurab Oshxneli:

The Media Educational Centre of the Ministry of Education and Science of Georgia was made upon the model of Israel's educational media, but now according to the order of the Ministry of Education and Science of Georgia it was abolished and was renamed as *The College of Media, Advertising and TV Arts*. Of course, the college has no finances and technical and intellectual opportunities to produce educational video products. But now, the condition has worsened. There is only one channel in our country which has clearly expressed educational function and it is the Public Broadcast.

Trygve Panhoff:

Convergence has led to broader implication of computers and multi-media programmes. Equipment is cheaper, even cell phones can be used. Among schools and freetime activities producing programs, digital equipment is becoming the usual tools.

Stal Penzin:

It's easier for me to speak of the tendencies of media education by the example of Voronezh region. In the XXI century it became obvious that the peculiarity of film education, as an important component of ME, is conditioned by the dual nature of cinematography, on the one hand, belonging to mass media, and on the other hand, - to art. Voronezh media educators try to get across this idea to their students. The main tendency of Russian ME today is the introduction of

mandatory media education courses in some universities. For example, Voronezh State Academy of Arts, offered the course “*History of Cinema*” (2 semesters) in 2004-2006. At the department of cultural studies of Voronezh State University the course “*Film and Today*” has been taught since 2000, and the Philology department requires taking the course in history of theatre and film.

Valery Prozorov:

An extremely important and partially realized initiative is the pre-service training of school teachers. Although the public opinion is not awake to a degree to insist on real and wide integration of special media education courses in school programs.

Elena Yastrebtseva:

Acceptance by the education community and popularization of the term “media education”.

Conclusion. In their answers to the second question Russian experts mentioned not only the creation of Internet sites, opening of the new pedagogical specialization “Media Education” and the issue of the academic journal, but also the intensive study of the foreign experience, publicity around the term, etc. Alexander Korochemsky sounds most optimistic, believing that today media education is becoming truly nation-wide public and professional movement. Foreign experts pay more attention to the activation of integration of ME into curricula (C.Bazalgette, G.Lealand), to the opportunities broadened by the spread of digital media (H.Gapski, R.Cornell, S.Krucsay, G.Lealand, T.Panhoff).

Question 3. Could evidence from foreign experience help the development of media education in your country? If yes, which country’s experiences would be useful? And how might it help?

Frank Baker:

I look at some of the material already developed by Canada, Great Britain and Australia as excellent starting points, especially in their curriculum and support.

Cary Bazalgette:

The main help would be to be able to refer to any other country where significant policy decisions had been made to include media education in national curricula and/or to support it financially in some substantial way. It is also useful to hear about specific structures or processes which have been put in place to support media education nationally, and about research into learning outcomes.

Elena Bondarenko:

Media education initially existed as the open information environment. Therefore any foreign experience may be valuable and useful. Thus, theory and practice of organization and work of the young television channel in Bangladesh is quite adaptable to the situation in Russian provincial towns. Problems of the educational television of BBC are the same that are encountered by Russian producers of educational film/TV programs. Film/TV/video creativity is going through the new stage of development; new technology determines new forms of practical film education and media journalism. Thus media education just cannot- and should not! - exist without exchange of experience.

Richard Cornell:

Definitely yes! The sad fact is that, should you ask an American about equity of access or themes such as UNESCO's efforts to provide "Information for All," I suspect 90% of the populace would give you a blank look. America is turning insular, despite that its military is reaching across much of the world.

The recent conflagration related to what to do with 12 million illegal immigrants has polarized the nation into those in favor of deportation vs. those who would grant amnesty and bring these people into the fold of the nation.

As the approaching mid-term election gets closer, the rhetoric becomes more shrill and America's bi-polar political machine cranks out (spews?) innumerable video, print, audio barrages about how good this candidate is as opposed to how bad their rival for office is. Indeed, these are media rich (impoverished?) times as the political thermometer heats up.

At least when we see politicians fighting in their legislative chambers in other countries, we know the message is clear, albeit tinged with anger. Maybe we need some of that kind of political honesty to get us back on track!

Norway has a particularly intriguing system of media access to its schools that could well be emulated in nations around the world. Some universities in Taiwan are using cell phones as integral elements of instruction. Ukraine and Russia are seeking collaborative ways of bridging pedagogy with technology skills. Australia's distance learning schemes are bridging far-flung outback communities and urban centers. All of these efforts plus countless others are worthy of emulation or at least consideration by American educators.

Harald Gapski:

That depends on the media format. One cannot directly transfer educational success stories from one country to another due to the complexity and the differences of the educational systems and cultural embeddings. But there are examples, for example Film Education in France or Pedagogical ICT license (epict) which are localised in different countries.

Valery Gura:

Undoubtedly, it is very useful to study the foreign practice; however one cannot borrow any model of media education directly. We have our own history of film education, journalism, which reflects Russian mentality, among other things,

is based on Russian art imagery. I think we need to undertake a deeper study of the ideas of outstanding countrymen who provided the philosophical and methodological foundation for media education, such as M.Bakhtin, B.Bibler, Y.Lotman, etc.

Nikolai Hilko:

Yes, certainly. In particular, the experience of the British Film Institute, Center for Media Literacy in the U.S.A., experience of Prof.A.G.Martin (Spain), etc. The collaboration could take place through exchange programs, workshops, joint media projects, festivals.

Katia Hristova:

I think that the British program *Media Smart* could be successfully used in the Bulgarian environment.

Jenny Johnson:

Yes, any developed country.

David Klooster:

I believe we can ALWAYS learn valuable lessons from the experiences and approaches of other countries and other cultures. I would look to Europe, to Japan and Korea, and to important Latin American countries like Argentina and Brazil for valuable approaches to Media Education.

Victoria Kolesnichenko:

Of course studying foreign experience can promote the further development of ME in Russia. Thus the acquaintance with promising directions and effective practices of leading countries is needed by Russian media educators. I believe that Canadian media education model is worth studying where ME has an official status and is taught in all grades of secondary schools in all the provinces. Especially interesting is the unique experience of CHUM Television, encouraging the development of media literacy of children and youth.

Sergei Korkonosenko:

Questions of the kind should always be answered in the affirmative. Any foreign experience is worthy careful study and perhaps, application. However the poor technical equipment of Russian schools can hinder the process. On a large scale it is hard to transfer the total computerization of education institutions that takes place in Scandinavian countries for instance. But we can go back to the forgotten traditions and methods of editorial offices of mass media, especially local, that earlier served as centers for media literacy, although the term itself was not invented back then.

Alexander Korochensky:

Critical study of foreign experience is useful because it helps escape some dead end directions of media education theory and practice, and study successful practices. However the transfer of such experience should be done thoughtfully taking into account differences of contexts. I would not like to distinguish one particular country, but practices preparing the audience for communication with market driven mass media, with all their intrinsic specificity, are of great interest.

Susanne Krucsay:

Other experiences can always help; I am for selecting those bits of the countries I know which seem most suitable.

Robert Kubey:

Yes, it can help. My visits previously to England, Scotland, Canada, and Israel taught me a lot.

Geoff Lealand:

Initially, the United Kingdom, Australia and Canada (esp. Ontario) provided inspiration and models. In more recent years, there has been more confidence in developing local (New Zealand) models of teaching/assessment, and resources eg we now tend to have less to do with Australian Teachers of Media (ATOM), than in previous years. I would argue that New Zealand media teaching is now in a position to provide models for other countries!

Elena Murukina:

The study of any experience, including foreign, is always important and necessary. For example, we incorporate the experience of British media educators (six key concepts of ME). But in my opinion, we need to study and apply the Russian experiences because they correspond to the peculiarities of Russian way of thinking.

Anastasia Novikova:

Undoubtedly, studying foreign experience is important in any field. Media education in Australia, Canada, Great Britain is a legitimate part of the school curricula, - the experience of media educators in these countries is certainly inspiring.

Konstantin Ognev:

For the two thirds of the XX century education for film professionals around the world took a pattern by our country, and in the first place, by the tradition of VGIK. Approximately since the middle 1960s with the development of television, video industry, screen technologies and World Wide Web, the priorities in screen culture have changed, and as a result, priorities of media education changed as well. Taking into account the considerable gap between the technical equipment of education system in countries with a strong cinematography tradition (and even with those, who have never had a conspicuous place on the map of cinema world)

and Russia, certainly, the experience of foreign countries has to be studied and used. However there is one thing that the VGIK tradition still strongly believes in: the unity of theory and practice: from the first days at the university our students are guided by the laws of production. It has a special meaning today, when screen technologies intervene into the sphere of everyday life, when trade skill dominates over the professionalism, and Art is replaced by its surrogate.

Zurab Oshxneli:

Foreign experience may have positive effect on our country's new government. But unfortunately, Russian experience might be unacceptable from Georgian-Russian's relations point of view. Of course, we may take the experience from the little, but developed country as ours like Israel, Denmark, Sweden, or from a similar country, where it is very important to develop media education.

Trygve Panhoff:

Norway has had some media research inspired from England, e.g. David Buckingham. As research stays on the university level, it is rarely directly useful in school education, teachers however who are especially interested may be inspired by other countries. This often takes place on a personal level (attendance at international seminars, etc.).

Stal Penzin:

Foreign experience cannot add anything to the part of media education that deals with film, simply because Russian film educators are interested in a film in the first place as the work of art, able to humanize the life on the planet. In the West they believe that one cannot impose any opinions or tastes (including the good taste) on students. And I am not going this way.

Valery Prozorov:

French projects present a great interest for me, e.g. Active Young TVviewer, Introduction to Audiovisual Culture, etc.

Faith Rogow:

Yes and no. There have been research models and theoretical frameworks developed in places like Great Britain, Canada, Brazil, and South Africa that will be helpful to anyone doing media education.

However, their application to the U.S. will be limited in two ways. First, most countries have a centralized education system. In contrast, education policy in the U.S. is determined state-by-state. So strategies aimed at top-down implementation coming from the federal government will not work in the U.S.

In addition, most current media education initiatives have been constructed within a particular subject area framework, usually Language Arts. The movement in the United States is to integrate media education as an approach to teaching that is used in every subject and at every grade level. So media education would

become part of math and health and science and social studies instruction, not just Language Arts and not as a special add-on course.

Elena Yastrebtseva:

Any experience helps register the situation and move forward, developing new directions for research and integration. The European experience of media education in the XX century - France, England, Belgium, etc. was interesting.

Conclusion. Russian and foreign experts show on the whole the consensus of opinion: the dialogue of cultures in media education is important and foreign experience should be studied, though its direct application on an alien national ground is of course problematic. Only the consistent adherent of the aesthetic/art and ethical concept of media education S.N.Penzin is skeptical about it (although the spectrum of foreign models of ME is very broad and of course includes the aesthetical approach as well)...

Question 4. Can modern media criticism become the ally of movement of media education? If yes, how?

Cary Bazalgette:

If this means critical theory as developed in the academy, yes: it can help to refine and re-think curricular content, though a process of debate and dialogue is needed. For example, the BFI has developed a different approach to teaching genre after looking at new critical theory in this area. If however you mean press criticism, then no, probably not: the quality of this is very low in the UK.

Elena Bondarenko:

To my mind modern media criticism is already an ally of media education. Media criticism is in a way a loudspeaker of the reflection process of media, simultaneously self-analysis and reflection about the most significant problems in the sphere of media culture and information exchange. However media criticism exists today as a quite independent and autonomous phenomenon. If we make its materials a field for analysis and interpretation in ME, then we get an ally of ME. If we recall the history of ME, we'll find plenty examples of how an information or aesthetical "enemy" was transformed into an "ally" by using a publication, film, advertisement, etc. as a material for study.

Richard Cornell:

Yes, it can and it should be! It is time we convince the communications conglomerates to emulate what the families of Bill Gates and Warren Buffet are doing – focusing their considerable financial resources on critical areas of need around the world.

Where too, are the sheiks, princes, and presidents from oil-rich nations who are demanding (and getting) obscenely high profits from the sale of their oil and

gas products? To what extent are they reinvesting those funds on behalf of their own people, many of whom continue to exist in impoverished conditions?

It seems we are putting media education in front of more dire needs – we do need to get our priorities straight, feeding, clothing, housing, and medicating those in need before we devote time to media analysis. (This is my personal opinion.)

Harald Gapski:

Media criticism is an essential and integral part of media education. Unfortunately it is an under represented dimension of media education, in particular when it comes to digital media.

Valery Gura:

Undoubtedly media criticism is one of the pilots in the world of media for the media consumers. However its influence on masses is minor. It seems that in order to widen the sphere of its impact one should promote it on TV and Internet. In my opinion, the main consumer of media criticism now is the media literate reader or viewer.

Nikolai Hilko:

Yes, it can. Contacts of ME and media criticism may relate to the development of creative thinking, overcoming the aesthetical distance of the biased traditional thinking.

Katia Hristova:

No.

Jenny Johnson:

Yes, by analysing the criticisms.

David Klooster:

I am not completely sure what the question means. If you mean reviews and criticism of the media by experts, then certainly I would hope that this practical criticism would become part of media education. Media education should be founded on theoretical as well as practical bases. The most important goal of media education should be to help citizens become critical consumers of the media, able to understand how the media try to manipulate viewers and listeners and readers, able to identify biases of creators of programs, and able to resist passively accepting everything they are told.

Victoria Kolesnichenko:

The union of media criticism and ME is quite legitimate, especially at the current stage. Unfortunately, the educational potential of media criticism is not used to the full extent. As media criticism is aimed to help the audience to differentiate information flow (often of dubious contents), it can teach to

understand and evaluate it adequately and in the result, help become a literate consumer of mass media.

Sergei Korkonosenko:

Media criticism is in fact blending with ME, in particular in continuous exploration of media culture by the audiences. Therefore educational programs should be accompanied by the creation of print, audiovisual, web educational mass media, targeted at different age and social groups, starting with pre-school children. Today media criticism in Russia is working mainly insular for the elite (from the viewpoint of its accessibility to the masses), or for the informative TV-guides, press reviews, etc.

Alexander Korochensky:

Of course yes. The critical component is build-in in many modern theories of ME. Ideally media criticism can develop the cognitive potential of media audiences interacting with mass media, its rational critical attitude to the information products of media industry. But it needs the high quality of media criticism. Unfortunately Russian media criticism often suffers from commercial imperative, substituting the critical analysis, interpretation and evaluation of media events with their commercial promotion and entertainment of the audience under the guise of criticism.

Susanne Krucsay:

If media criticism is balanced and fair, it can be an ally.

Robert Kubey:

Yes.

Geoff Lealand:

In can, as long as it does not dominate (eg 'inoculation' imperatives). Students do need to know how the media works AGAINST their interests, but also where it can work FOR their interests. We also need to account for considerations such as 'spectacle' and 'pleasure'. Media literacy is as much about challenging 'common sense' notion of the media (such as moral panics), as understanding processes. In nearly case, media teaching is a political activity but it also should allow for diversity and difference.

Anastasia Novikova:

Yes, quality media criticism.

Konstantin Ognev:

Resuming my speculations above, I'd mark the rise of responsibility of media criticism under modern conditions. Although often we encounter not the analysis, but a bare fact description, based on the desire of audience to look behind the scenes of the world of art.

Zurab Oshxneli:

Media criticism might not become the ally of movement of media education, because their functions are much dissociated.

Trygve Panhoff:

Modern media critique has its own fora, like *MedieNorge* and *Nordicom*, with their own publications. Articles are broadly read by media teachers.

Stal Penzin:

Anyone can become our ally, and any help will be of use, although in my opinion the term “media criticism” is artificial. There is film critique, television critique, etc...

Valery Prozorov:

Media criticism undoubtedly can become an ally of ME, as in its time the Russian literature criticism became (and still this potential is hardly exhausted) an active assistant in the complicated process of teaching language arts in schools and universities of Russia.

Faith Rogow:

If modern media critique can help identify the mechanisms through which media influences people's ideas, then it can help inform high quality educational practice. But if the conclusions of media critics, especially those that are not supported by research, substitute for teaching critical thinking skills, or substitute indoctrination for teaching, then media criticism will be a hindrance to media literacy education.

Elena Yastrebtseva:

If media criticism contradicts everything that ME stands for, then of course, no. But if it is an attempt for positive changes, then - yes. It is unlikely that tenuous “critics” or “critique” can be someone’s or something’s ally at all. But the attempt to listen to the media critique, analyze its main platforms, involve in a dialogue- is a normal practice.

Conclusion Only two experts (from Bulgaria and Georgia) exclude the ability of modern media criticism act as an ally to ME. K.Hristova didn’t comment on her reply, and Zurab Oshxneli referred to the discrepancy of the two fields, although in my opinion, it can’t become a real obstacle to establishing contact points of media education and media criticism. On the whole, both foreign and Russian experts evaluate media criticism, able to “develop the cognitive potential of media audiences..., its rational-critical attitude to the media industry products”, as a natural partner in media educational process.

Question 5. Is it essential to introduce compulsory integrated or specialist media education courses in curricula of mainstream schools? Or would it be better to set up informal courses for general audiences?

Frank Baker:

Compulsory is difficult in the US: already there are many mandates which are insufficiently funded and thus get little if any attention.

Cary Bazalgette:

Both are essential, but if it's a choice between the two, then the former is more important. Both integrated and specialist courses can work – young people need access to both. Specialist courses should probably be optional – but it depends how the curriculum is organised and managed. Informal courses for general audiences are unlikely to achieve the same level of inclusiveness as school courses.

Elena Bondarenko:

Today there are schools with both variants mentioned above- and it is difficult to say if one way or another should become the mainstream. Perhaps it would be better to provide schools, teachers, administration with a wider choice of forms- but media education itself should be compulsory. Compulsory integrated media education has its boundaries, where it becomes little effective; autonomous (special) ME requires the technical base and special training; elective media education courses are also hard to set up without additional preparation of teachers...One thing is of no doubt: it's not enough if ME is limited to one form, modern practice shows that when one and the same group works in minimum two of the above directions it is more effective.

Richard Cornell:

American tried the compulsory approach in the 1950's during the fabled "Space Race" when, while not making classes in mathematics and science compulsory, they were clearly the focus for almost two decades. American's rebel when they hear compulsory, kind of like, "unless it is a life-threatening issues, you can's make me do this...!" (NCLB being the most notable and recent exception!)

My sense is that a well-executed public relations effort that extols the virtues of sound media education and instructional design would go a lot farther than making study of media a must-do event.

Every day an American awakens, he or she is hit with "media education courses." The question remains – do they realize that such is happening? If the pressure of teaching-to-the-test can be reduced and other subject areas integrated back into what is now tested, we would be "taking one small step for mediakind..."

Harald Gapski:

I think media education should be integrated cross curricular and compulsory given the importance of media in our life world. We spend hours per day with different media. Almost everything we know about the society and the world around us, we know from the media.

Valery Gura:

I think in future we should get ready for compulsory integration of ME in secondary schools, as it happened with the subject Computer technology. Therefore it is necessary to start training teachers now.

Nikolai Hilko:

To my mind, as a compulsory subject it is enough to extend the course of Computer technology. However depending on the interests of school students, these may be integrated units on Media Ecology, and Media Impacts within the course of Social Ecology, or the unit introducing the audiovisual culture and media criticism within the course “World Art Culture” (10-11 grades). Elective course like Media Culture, Screen Art, Animation, special media classes (on television, video, multimedia) may suit for schools and gymnasiums specializing in media studies.

Katia Hristova:

In my opinion the two educational forms can be efficient.

Jenny Johnson:

A mixture of integrated or special media education courses in curricula of schools.

David Klooster:

I believe media education is more and more important, and should become part of the curriculum in secondary schools. It can become part of what language teachers, social science teachers, and humanities teachers do as part of their normal work. I would prefer to see media education become part of existing courses, instead of a new, separate course, where its influence could be marginalized.

Victoria Kolesnichenko:

Perhaps integration of media education into the existing curricula is more effective nowadays.

Sergei Korkonosenko:

Media education as part of the personality development, cultural development and providing security for school children must become one of the dominant components of the compulsory curriculum.

Alexander Korochensky:

Mass media education for school students is a must- the one that introduces mass media to them, the world which often influences young generations more than family and school.

Susanne Krucsay:

I am for both creating a subject in its own right where concrete subject matters such as media languages...can be taught and having it as a transversal element through the curriculum where the media constructions of special disciplines can be demonstrated.

Robert Kubey:

I see value in both the integrated model and also one where media literacy education stands as its own strand.

Geoff Lealand:

'Compulsion' is not a consideration here, as natural growth is occurring (even though I might argue that Media Studies should be as 'compulsory' as the core subjects of English and Maths!)

Elena Murukina:

I believe that a compulsory media education course in regular schools is not necessary and today is not possible anyway. The system of education has neither sufficient resources nor teachers trained in ME.

Anastasia Novikova:

The required subject "ME" is possible only in special schools or lyceums now. I think that inclusion of ME into the list of elective courses, and/or its integration across the existing curriculum is a more workable solution for Russia.

Konstantin Ognev:

It is necessary to implant into the conscience of youth the awareness of what the screen culture is, how it correlates with the world culture, what it borrowed from it and to what extent influenced the processes of the humankind development. There are no ready-to-use recipes here, but in my opinion, school curricula should have some minimum of courses, related to media culture, and high school students should have an opportunity to study these problems in depth in special media education courses. I hope that the training courses for prospective VGIK applicants opened in the academic year 2006 will become a foothold for new developments in this field of media education.

Zurab Oshxneli:

Both of them are very important with the priority of the first one. It is much more important to introduce compulsory integrated or specialist media education courses in curricula of mainstream schools.

Trygve Panhoff:

Optional courses belong mostly to the past in Norway, where obligatory courses are introduced in many, but far from all schools. The loss of optional courses has weakened media education in primary schools.

Stal Penzin:

Subjects like “Photography” and “Cinema art” (autonomous or integrated) should be included into secondary schools curricula.

Valery Prozorov:

The next thing of the agenda is the introduction of media education in schools from the first till the last grade (at first optional as a choice of parents and school students). We need innovative methods to use in pre-school media education. The culture of video and audio perception is nearly one of the most vital, alarming (and age-related unlimited) in the today’s world. From the aggressor and dictator, enslaving the personality, media insight can turn into the power helping develop the human soul and feed it with the eco pure products.

Faith Rogow:

Media education should become a teaching method as much as a separate discipline and it should apply to course at every grade level, in the same way that we use the reading and writing of print to teach in every curriculum area now.

We are well past the point of media education being seen as a nice, but optional curriculum enhancement. In the same way that a person who cannot read or write print was not well prepared for life in the 20th century, a person who is not media literate is not prepared for work or citizenship in the 21st century. Media literacy education must be compulsory.

Elena Yastrebtseva:

If the young generation, “zombied” by commercials and low quality information, provided by some TV channels and some Internet sites, meets views of the State and nation, then it is not necessary to integrate elements of ME (development of critical thinking, analytical skills, etc.) wherever. At the same time, school programs are so overloaded that it would be quite wrong to add another core course.

Conclusion. The dominant viewpoint of Russian and foreign media educators supports both integrated and autonomous media education. However several people in Russia are skeptical about the perspective of media education in schools, perhaps because they remember numerous examples of progressive pedagogical ideas that disappeared for good.

Question 6. Are there specialist “Media educator” courses in higher education in your country? If not, why? If yes, what kind(s) of courses are there and how were they set up?

Frank Baker:

Only a handful of universities offer degrees in media education. The problem, in many places, is that media education fits into several schools (business, art, journalism, education) and in many ways there turfdom battles.

Cary Bazalgette:

There is only one PGCE (post-grad cert of education) course in media with English: several higher education institutions would like to offer one but they have to persuade the government to allocate them funded places. There are several postgraduate courses and a few institutions offering accredited professional development courses, including the BFI, the English and Media Centre, and Trinity and All Saints College, Leeds.

Elena Bondarenko:

To begin with, we should determine what we mean by a “media educator”. Is anyone who is actively using media in class or extra-curricular club, a media educator? Is a librarian a media educator by definition? Often this term conceals the reality behind the wish. For Russia with its long tradition of wide use of extra school information in teaching, any teacher should have a high level of media culture. Still practice shows that teachers do need special training and sometimes also a serious “remodeling” of own perception, change of the attitude to information environment, and mastering the media education’s toolkit. It is not effective to educate specifically media teachers yet because most probably a graduate with such a diploma will have a hard time looking for a job at school or extra-school club. A media educator is a special practical orientation of a professional, already working in education. From this viewpoint, the training of media educators should be widely integrated into the advanced training, career development courses and into their subject training per se.

Richard Cornell:

Yes, in American there are many hundreds of universities who offer some form of media education, be it for training librarians, educational technologists for schools, pre-service teacher training, or business, industry, healthcare, the military, or more. To give you an idea of just those who are related to education, please see: *Curricula Data of Degree Programs in Educational Communications and Technology* by Dr. Jenny Johnson, Editor, University of Maryland and sponsored by the Association for Educational Communications and Technology (www.aect.org).

For many years, AECT collected information on degree programs in educational communications and technology and published the directory *Degree Curricula in Educational Communications and Technology*. As a service to the

educational community AECT now brings *Curricula Data of Degree Programs* in Educational Communications and Technology online (<http://www.aect.org/Intranet/Publications/index.asp#cd>).

There are other “flavors” of media education that are also found across many American universities. Lately there has been a resurgence of programs that offer studies in digital media, gaming and simulation – all forms of media for use in education...and training. Likewise many universities offer programs of study in cinematography, communications, broadcasting, and more. All are part of a rich fabric of media education.

Harald Gapski:

Yes there are universities which focus on media pedagogy. Even a 2 year "Master of Arts in Media Education" as a distance education programme was available: unfortunately it had to close <http://www.fernuni-hagen.de/festum/index.shtml> But there are other programmes running: <http://www.bildungserver.de/zeigen.html?seite=2675>

Valery Gura:

As far as I know Russian universities do not prepare media educators, but institutes are making first steps, Taganrog State Pedagogical Institute is one of them.

Nikolai Hilko:

This qualification remains uncalled because the demand for such specialists on the modern labour market is undiagnosed. However there is a demand for at least five models of specialists: a librarian-consultant in a media centre, an anchorman of TV-, film-, video programs, an art director of a TV, photo-, video studio, a specialist in web-design and Internet communications, specialist in educational technology for distance education.

Unfortunately there is no direct correlation between the existing educational standards. To my mind, every school should have a media educator, who would work on the cross curricular (World Art Culture, Ecology, Art) level. Moreover, he or she can act as an advisor/ consultant together with a psychologist and a social worker. The specialist of this kind must get training in humanities and technology as well. A prototype of a media educator remains the existing qualification of an “art director”. Thus the computer applications component should be reinforced. Further we need more higher education institutions to train such specialists.

Katia Hristova:

There is a course at Sofia University, Department of Journalism and mass Communication called Media for children. It is optional for the students in 5th or 6th semester of their study.

David Klooster:

Yes, in the United States, every university has a department of Communication, and within this department, experts in Media Studies offer courses and conduct research.

Victoria Kolesnichenko:

It is difficult to speak of the steady training of media educators on a scale of the whole country. I know only the case with Taganrog State Pedagogical Institute, having been working in this direction since 2002. The question of the training of future media teachers remains open. Taganrog experience is the first and important step in this direction.

Sergei Korkonosenko:

In Russia we know of pre-service training for media education in Taganrog. However in a broader sense departments of journalism in universities around the country are involved in such activity too. There is no objective to teach students the pedagogy, because the departments' function is to train potential journalists, not teachers. However some experience is being accumulated. For example for several years I've been teaching the course "Methods of teaching journalism" to the students of St.Petersburg University. The summary of the course is given in the textbook "Teaching Journalism" (St.Petersburg, 2004). More and more Ph.D. students in Moscow, Chelyabinsk, and other cities advert to this topic in their dissertations.

Alexander Korochensky:

There are training programs but very few.

Susanne Krucsay:

No university specialisation – due to a lack of money and political will.

Robert Kubey:

Not really.

Geoff Lealand:

Well, we are Media Studies/Communications/Journalism academics. Within, these broad categories, there are some people (such as myself) who put a strong emphasis on educating potential media educators.

Elena Murukina:

In the majority of higher education institutions - no. Why? There are several reasons: first, there's no demand for media educators (where and what subject can they teach if there is no subject for media studies in Russian schools); secondly, there is a lack of professionals able to train students in this field.

Anastasia Novikova:

Since 2002 students of Departments (Institutes) of Education can choose media education as their minor.

Konstantin Ognev:

As it is known, one of the most important components of educational process in VGIK is teaching skills of film pedagogy. This contributed to the continuity of educational process in the VGIK itself, and promoted the appearance of many film schools in our country and abroad. Unfortunately this sphere of activity today is less and less attractive due to the poor funding. Only the change in government policy can facilitate the renaissance of the prestige and authority of the teacher's profession. It is regretful that many VGIK graduates become the nucleus of the faculty in many foreign film schools and even universities, while Russian film education reside at the periphery of social and cultural life of the country. Actually the latter statement is to a large extent the answer to the seventh question.

Zurab Oshxneli:

By initiative of the documentary director – Mr.Zurab Oshxneli, Youth Television was founded in 1989 in Tbilisi, Georgia, which was broadcasted on the State Television for 13 years. In 1992 the concept of media education and production was reconstructed. We have got acquainted with the educational system of several countries, including Israel's and their principle of work and we set up a new Georgian model. The Youth TV was renamed as the Media Educational Center of the Ministry of Education and Science, with its own media education and production. But the inactivity of the Ministry of Education and Science and the lack of finances weakened the function of the center. There are no similar centers or educational studios in Georgia. There is only one "Ltd" and "Creative" that produces educational movies with the financial help of other projects.

Trygve Panhoff:

In Norway you may study media to become a media teacher, in some high schools and universities.

Stal Penzin:

Voronezh State University does not offer such a qualification simply because there's no demand on the job market for it...

Valery Prozorov:

So far only the secondary qualification - Media Education minor for pedagogical institutes is registered -, now we need to go further...

Faith Rogow:

Not exactly, but we seem to be heading in that direction. Librarians are now routinely referred to as library media specialists. And a few universities are beginning to offer media education minors or specialization in the context of other degrees (e.g., education or psychology).

Conclusion. The answers from different parts of the world show a multicolored picture of teacher training in media education. In some countries (Norway, New Zealand) the situation is better, in some - worse. With all the diversity, most of the academic training takes place in the departments of Communication (Journalism, Media Studies) while there are very few examples (in the so-called “information age”!) of an accredited qualification “media educator” in departments of education.

Question 7. What prospects are there for the development of media education/literacy in your country in the foreseeable future? What, in your opinion, are the essential first steps?

Frank Baker:

Teachers and parents must demand it; gatekeepers need to understand it; currently there is no major national commitment to media literacy education....

Cary Bazalgette:

See (2) above. I think the prospects now are very good. I believe that by 2008 we will have a large amount of media teaching going on in both formal and informal contexts; it will be more generally valued, and will be working to more explicit standards of achievement.

Elena Bondarenko:

Media education is rather a promising direction. However there are tendencies that lead to following conclusions: for the Russian mentality the media educational activity is often simply a part of the wisely organized process, but not a separate strand. This is the reason for recent comments: “Media education? I always did it, and didn’t know the term for it!” Therefore those who advocate the organization of modern ME as an independent subject matter run risk of being in opposition to the real process. The sphere of a dialogue with mass media is naturally included into many aspects of organization of educational environment and learning activities. Hence, according to the viewpoint of the Laboratory of Media Education of the Institute of Means and Methods of Education of the Russian Academy of Education, the main way of modern ME is its integration into all existing forms of education, that of course does not exclude the necessity for special teacher training courses. However the priority should be granted to practical activity, while the study of the concepts of ME and its history may not be as useful for a media educator as the understanding of the essence of the process and ability to communicate effectively in a poly-cultural dialogue with mass media information and to help students do that too.

Richard Cornell:

The prospects are unlimited! Personally, we need to return America to its democratic roots, to enable all its citizens to share in the bounty that comes to us.

We need to care for our sick, elderly, impoverished, and those lacking education. Once we have done this we might then perhaps turn our attention to the design of sound media educational experiences for the entire nation. This will take time but first we need to get our own house in order!

Harald Gapski:

Stressing the importance of media education and media critics with regard to new digital media. Concepts like informational self-determination, awareness of data protection and privacy seems to be under estimated and neglected. Localise and apply concepts of "digital literacy" (for example www.digeulit.ec). Link media education with the concept of life long learning. Define indicators for progress in media education on all levels (individual learning, organisational development, societal framing conditions). Monitor and evaluate the development of media education.

Valery Gura:

In the foreseeable future integrated ME will occupy a big share of time in the school curriculum. Media education will merge with computer applications. In order to be prepared, one needs to develop the methodology and methods of this synthesis, to train media competent teachers and equip schools with necessary technology.

Nikolai Hilko:

The prospects are:

- national commitment to ME goals as developing culture and creativity;
- creation of the system of media aesthetical education;
- accreditation of the new qualification in universities, departments of education, cultural studies, drama, because there's need for specialists in informal media education (computer clubs, video studios, media centres, clubs).

Katia Hristova:

It is a difficult question. My country has a lot of problems to solve and every one of them seems more important than the problem of children's media literacy. I think that the first step is to teach the teachers and parents what media literacy is and why it is important for the children.

Jenny Johnson:

Great prospects for media education, major disciplines incorporate it in their programs.

Sergei Korkonosenko:

At first we need to support the pioneers of mass and professional media education, include activities in this direction into the national priorities. The new generation of free and critically thinking people, immune to mass communications'

manipulation and computer addiction - this is what the state and society should hope for. Then - organizational and financial support of life-long learning.

Alexander Korochensky:

First we need to introduce the major “Media Education” in pedagogical institutes (or/and Humanities departments of universities) to provide training for pre-service teachers, and then introduce the sequence of ME courses in schools. Today school students only get a limited set of narrowly technical skills of computer and Internet applications at their computer science classes.

Susanne Krucsay:

The most important step is giving all teachers a basic idea of what media education is.

Robert Kubey:

We need better funding and especially support from public education governance and from education schools in higher education.

Geoff Lealand:

Good-to-excellent prospects. See above too.

Elena Murukina:

There are undoubtedly good prospects. But in my opinion in the foreseeable future ME will develop thanks to the efforts of enthusiasts. In our country this is a tried-and-true approach, an effective one.

Anastasia Novikova:

Embedment of media education in school electives and extra-curricula subjects, cross-curricular integration, introduction of the major qualification in education departments.

Konstantin Ognev:

To my mind VGIK needs to be reinforced as the nucleus of the fundamental cinematographic school, integration of VGIK experience into universities and institutes, training future specialists of media field, an elaborate plan of the program of multi-level media education, aimed at the understanding of the aesthetics of the screen art.

Zurab Oshxneli:

In Georgia, the necessity of founding media educational center and its development has increased. Georgian educational system is becoming European; it will unite with Bolivian and Copenhagen agreement. So if Europe wants the system of media education, it will be needed by all the countries which are going to have European education. First of all, we will need to collect information about

European media education and their work, about their production, and about educational programs, which include educational television and their effectiveness.

Trygve Panhoff:

The first thing that should have been done is obligatory media education training for all teachers.

Faith Rogow:

Efficacy research (not media effects research) is a top priority. We need to start evaluating specific teaching strategies and set standards for most promising practices based on research, not just random claims of success. Driven by continually changing media technologies, the demand for media education will continue to grow.

Elena Yastrebtseva:

Modern school must become not only the school of knowledge for children, but also the school for creative work and research.

Conclusion. The answers to the last question illustrate a wide spectrum of opinions concerning the future of media education. Still they are in concert with the vision of good perspectives of the development of media education in the foreseeable future. I am of the same opinion. On a global scale media education in the XXI century speaks out stronger than before. The above forum that experts from different countries took part in outlined different perspectives on media education, its strengths and weaknesses, rewarding approaches and regrets of a current situation. Many countries still have to do a lot to challenge the general public attitude (or indifference) and to get the attention of education policy makers to include media education on the agenda of perpetual school reforms. One of the urgent priorities is teacher training that entails accreditation of the corresponding qualification in universities. But are we moving forward? Definitely.

Notes

1. *Mediaobrazovanije // Rossiyskaya pedagogicheskaya encyclopedia. V.1/ VV.Davydov (Ed). Moscow: Bolshaya rossiyskaya encyclopedia, 1993. p. 555.*
2. *Fedorov, A. (2006). Media Education Must Become Part and Parcel of the Curriculum. Interview in Thinking Classroom, 2006. Vol.7, Number 3, pp. 25-30.*