



THE IMPLEMENTATION
OF THE MEDIA
EDUCATION IN SCHOOLS

CURRICULUM **MEDIA AND SOCIETY**

Project:

Media: to Understand and to Create
(The Implementation of the Media Education in Schools)

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Sveikiname Jusius Jūsų Stovykloje ugdymo
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CURRICULUM MEDIA AND SOCIETY

I. GENERAL REGULATIONS

1. Curriculum purpose.

- 1.1. In today's world media occupy an essential part. A constant change in technologies unfolds the importance of being able to accept, analyze, interpret and present a great variety of information critically. It has become crucial to know how to find primary sources of information, recognize propaganda, disinformation and fake news. Another important aspect of media literacy is being able to produce and present the information appropriately.
- 1.2. The general curriculum is designed for teachers who teach or are planning to teach nine-to-twelve-grade pupils in comprehensive and vocational schools, compilers of teaching materials, media lecturers of higher education.
- 1.3. Media literacy provides the capability for pupils to realize the role and functions of media in democratic societies, to understand the conditions that are necessary for media to function; to critically assess media content; to collaborate through various mediums spreading democracy and expressing oneself; to have the skills (and use Information Technology) for content creation; to become wise consumers of media.
- 1.4. After the *Media and Society* course, using the 4C's (Critical thinking, Communication, Collaboration and Creativity) skills pupils will be able to demonstrate the understanding of a variety of different media texts and the role and functions of media in democratic societies; to identify a variety of media forms; to create a media text for self-expression and a variety of media texts aimed at different audiences, using appropriate media language; to analyze and critically evaluate media representations of people, issues, values, and behaviors. They will know the basic media effects and how to protect themselves against harmful media effects; will be able to critically evaluate media content; will be aware of and apply media ethics; will respect people's rights and acknowledge responsibilities.
- 1.5. Methods that will help reach the foreseen aim and objectives are as follows: Reports and reviews, case studies and research, Course work, Critical or deconstruction exercises.
- 1.6. Curriculum scope and division 34-hour curriculum is divided into four main parts. Hourly division using percentage is as follows: **Introduction into Media** 5-15%, **Media and I** 25-35%, **Media and Community** 25-35%, **Media and State** 25-35%.
- 1.7. There is also a list of keywords that will be useful in the search of information at the end of the curriculum.

II. AIM, OBJECTIVES, STRUCTURE

2. Aim. The aim of media education is to provide all the means necessary for pupils to develop the ability for the proper and safe usage of media-provided accessible communication and information possibilities, to create significant media content that would enrich both the society and the individual, to develop critical thinking, communication, collaboration and creativity skills.

3. Objectives. In the process of media education pupils:

- Using various media channels, such as Internet, television, radio, printed media, social networks, etc., recognize their goals, peculiarities of technological processes, possible economic, social, political, environmental, technological and social effect as well as content quality found in them.
- Constantly broadening their outlook, knowledge and understanding of how to critically assess media-provided content quality and reliability, identify possible propaganda, manipulation and false information, and find information that answers the defined purposes.
- Realizing their creative potential and pursuits, produce high-quality content in various mediums, recognize their personal responsibility for the produced content and understand how to protect it from falsification, plagiarism and other illegal acts.
- Communicating with different people through various mediums, aim at constructive interaction, search for new and effective ways to organize individual and group work online, actively and consciously try to ensure as well as respect their own and others personal data safety and privacy.
- Performing different kinds of activities in various mediums, cherish and spread the values of constitutional, democratic as well as civil society.

4. Structure.

4.1. The *Media and Society* subject is constructed of four consecutive parts and finishes with a selected project task that shows all the competences acquired during the year.

4.2. The chosen project has to be done either individually or in groups.

4.3. The created project should produce content that corresponds to pupils' interests and pursuits (a separate object or a series) and should be created with a chosen medium.

4.4. Pupils will also have to provide a content analysis of their created project as well as possible content effect assessments.

4.5. Identifying the structure of media competence, pupils' abilities are divided into the following groups: knowledge and understanding, critical thinking and problem solving, creativity, communication and collaboration.

4.6. Structure of media competence.

Abilities, regulations Media and Society topics	Knowledge and understanding	Critical thinking and problem solving	Creativity	Collaboration	Communication
Introduction into Media					
Media and Self					
Media and Community					
Media and the State					

4.7. Pupils demonstrate knowledge and understanding through the ability of:

- 4.7.1. Explaining media purpose and variety as well as its differences
- 4.7.2. Identifying the elements of technological development enhancing the new media
- 4.7.3. Presenting the most important elements of media effect assessment
- 4.7.4. Explaining the principles of media usage in communication and collaboration
- 4.7.5. Explaining how and where the information can be found
- 4.7.6. Pointing out examples of different representations of information in media
- 4.7.7. Detecting indications of propaganda and false information
- 4.7.8. Explaining how to create and share media content
- 4.7.9. Explaining democratic and political values as well as identifying their meaning

4.8. Pupils convey critical thinking and problem solving through the ability of:

- 4.8.1. Analyzing media, its content and content effect
- 4.8.2. Critically assess media content
- 4.8.3. Showing initiative in creating media content, taking a measured risk, identifying their strengths and weaknesses in creating media content
- 4.8.4. Identifying the direction of idea's search, assessing a possible idea's realization effect

- 4.8.5. Planning, organizing, analyzing, communicating, acting, informing, assessing and recording foreseen and completed tasks
- 4.8.6. Constructively solving the emerging problems in media communication and collaboration
- 4.9. Pupils demonstrate creativity through:
 - 4.9.1. The search of unique ideas for the creation of media content
 - 4.9.2. Purposefully choosing the form of media content for the realization of their idea
 - 4.9.3. Successfully applying creativity strategies for the creation of media content
 - 4.9.4. Originally presenting created media content
- 4.10. Pupils convey collaboration through the ability of:
 - 4.10.1. Working in groups while completing longer tasks
 - 4.10.2. Working with others while presenting completed tasks
 - 4.10.3. Working in groups during project activities
- 4.11. Pupils convey communication through the ability of:
 - 4.11.1. Purposefully using media concepts and formal language
 - 4.11.2. Being able to convey various formats as well as technical verbal and nonverbal (schemes, tables, etc.) reports
 - 4.11.3. Being able to express their thoughts clearly while creating media content
 - 4.11.4. Being able to communicate and collaborate through media in order to reach their goal
 - 4.11.5. Finding, critically assessing, generalizing information and being able to informatively and clearly present it to others

III. CURRICULUM REALIZATION: INTEGRATION OPPORTUNITIES, EDUCATION GUIDELINES, LEARNING ENVIRONMENT

5. Integration opportunities.

5.1. *Media and Society* subject is constructed of four consecutive parts.

5.2. Opportunities to integrate other subjects while organizing media education process:

- **Native language.** Pupils will become more efficient in the presentation, understanding and writing of information. Pupils will understand the essence of messages, ideas, author's intentions, will learn to analyze information from various sources. Also pupils will become aware of the norms governing the creation and production of different forms of texts such as presentations, advertisements, messages on social networks, etc.

- **Foreign languages.** During the lessons of *Media and Society* pupils will use texts, videos and sound recordings of other languages. Working on practical assignments pupils will search for various sources of information on foreign language sites.
- **Social sciences.** A significant part of *Media and Society* curriculum relates to historic and geographic context. The impact of historical events on social networks will be analyzed. A lot of attention will be paid to propaganda as well as fake news. The topic of advertising will be related to the subjects of Economics and Business fundamentals.
- **Arts.** An important part of *Media and Society* relates to media product creation, thus pupils are introduced to photography, design, film creation. Pupils will closely collaborate with Technology, Music and Arts teachers during the preparation of their annual projects.
- **Natural science.** Part of *Media and Society* curriculum is related to environmental issues, sustainability and conservation.

6. Education guidelines.

- 6.1. Planning media education a teacher should take into consideration pupils' individual abilities, interests and needs.
- 6.2. A teacher should encourage pupils to set goals with regard to media literacy and develop their metacognitive skills in order to reach a desirable result. Every pupil should be able to foresee immediate and future media learning perspectives and to assess oneself.
- 6.3. Planning a lesson a teacher should be able to clearly foresee the aims, desirable result as well as methods, means, assessment and self-assessment in order to reach that result.
- 6.4. A teacher is just a facilitator in the educational process, thus they consult pupils, observe their progress, analyze learning achievements and help pupils assess themselves based on the general competences foreseen in the curriculum.
- 6.5. A teacher should use formative assessment and offer constructive feedback.
- 6.6. The learning materials presented to pupils should be significant, stimulating pupils' creativity, critical thinking, encouraging pupils not only to learn individually, but also in groups, stimulating collaboration.
- 6.7. Planning a task for pupils' chosen media project topic a teacher should pay attention to general competences that will help pupils fully understand created media content, its meaning and influence on society, culture and environment.

7. Learning environment.

- 7.1. Pupils link all of their knowledge and abilities to their efforts, confidence, motivation, etc. and their surroundings. All of this has a huge impact on the learning process.
- 7.2. Proper emotional environment for learning is understood as tolerance, respect, benevolence, collaboration, communication and a microclimate stimulating learning among pupils.
- 7.3. Physical environment has to be hygienic, esthetic, functional as well as safe.

IV. MEDIA: PUPILS' ACHIEVEMENTS, CONTENT SCOPE, ASSESSMENT

8. Pupils' achievements.

- 8.1. This chapter presents the factors necessary for pupils' achievements. The table includes content scope and describes what abilities will be acquired in each Media and Society topic.
- 8.2. This table includes pupils' achievements: regulations and essential abilities.
- 8.3. The table includes keywords that help search for proper information on the given topic.

1. INTRODUCTION INTO MEDIA	
Regulations: To understand that proper media usage skills are a necessity for a safe and ethical usage of various mediums.	
Keywords: media ethics, ethics, simulation, virtual reality, media credibility, internet safety, channels of information, digital literacy, visual media, the 5C's of critical consuming, media message/channels/resources	
Content Scope	Abilities
1.1. Ethics	1.1.1. To understand the principles of media ethics; 1.1.2. To recognize ethical and non-ethical behavior; 1.1.3. To understand the link between the common rules of ethics and media ethics; 1.1.4. To construct ethical media messages; 1.1.5. To understand methods of distinction between ethical and non-ethical media messages; 1.1.6. To place media messages in various cultural / social / political contexts;
1.2. Simulation	1.2.1. To understand the concept of simulation;

	<p>1.2.2. To distinguish between the principles of virtual reality and real life;</p> <p>1.2.3. To evaluate the credibility of simulation in media and other contexts;</p> <p>1.2.4. To understand the principles of simulation construction and purposes;</p> <p>1.2.5. To evaluate the impact of the simulation principle and its results;</p> <p>1.2.6. To understand the necessity and potential of its application;</p> <p>1.2.7. To compare various types, forms of simulation;</p> <p>1.2.8. To give arguments for and against application of simulation.</p>
1.3. Dangers and Negative Impact	<p>1.3.1. To understand the most important rules of safety and security in the media;</p> <p>1.3.2. To distinguish between safe and dangerous channels of information acquisition, trustworthy and suspicious sources;</p> <p>1.3.3. To understand the techniques and methods on how to recognize potentially dangerous or risky materials in the media, unsafe contexts and sources of little credibility.</p> <p>1.3.4. To construct a reliable media message, channel, resource.</p>
1.4. Principles of Image Composition	<p>1.4.1. To understand the basics of the visual language;</p> <p>1.4.2. To be aware of its adequate application for various contexts (e.g. when a cartoon is preferred to a photograph);</p> <p>1.4.3. To construct an appropriate, persuasive message;</p> <p>1.4.4. To compare and evaluate different visual messages of various media fields;</p> <p>1.4.5. To create various types of visual messages</p>

	<p>(photograph, video, drawing);</p> <p>1.4.6. To recognize the most popular cultural, social, national, religious and etc. symbols;</p> <p>1.4.7. To understand the most important rules of the symbols' use and their traditional meanings;</p> <p>1.4.8. To express their ideas through visual language;</p>
2. MEDIA AND SELF	
Regulations: To understand that acquired knowledge of rules on the usage of personal data, privacy, deception and bullying is crucial for one's own protection.	
Keywords: privacy, personal data, cyberbullying, data transmission, media manipulation, false identity, data credibility, digital art, self-expression, media context, digital creation, creativity	
Content Scope	Abilities
2.1. Privacy. Personal Data	<p>2.1.1. To understand the most important concepts related to privacy in the context of the media;</p> <p>2.1.2. To understand the techniques of secure, credible personal data management;</p> <p>2.1.3. To distinguish between secure and dangerous, unsafe media and other contexts;</p> <p>2.1.4. To identify dangerous contexts, channels and messages;</p> <p>2.1.5. To understand the principles of secure personal data transmission and understand the hazards involved;</p> <p>2.1.6. To compare secure and non-secure ways/means of personal data management;</p> <p>2.1.7. To understand the importance of privacy in media contexts;</p> <p>2.1.8. To understand the basic principles of evaluation of privacy and personal data credibility;</p>
2.2. False Identity	<p>2.2.1. To recognize false ID in media contexts;</p> <p>2.2.2. To understand the principles of ID credibility evaluation;</p>

	<p>2.2.3. To understand the principles of false ID de-construction;</p> <p>2.2.4. To evaluate the positive and negative impact of false ID usage in media contexts;</p>
2.3. Cyberbullying	<p>2.3.1. To recognize cyberbullying and evaluate its social/ethical/political effects;</p> <p>2.3.2. To understand various media contexts in relation to cyberbullying;</p> <p>2.3.3. To distinguish various forms of cyberbullying;</p> <p>2.3.4. To react and to counteract to cyberbullying, developing psychological awareness of the problems;</p> <p>2.3.5. To understand the methods on how to deal with cyberbullying;</p>
2.4. Digital Creation	<p>2.4.1. To work with chosen fields of digital creation (drawing, photograph, video-making, music-making, etc.);</p> <p>2.4.2. To understand various techniques;</p> <p>2.4.3. To acknowledge one's own aesthetics and creativity;</p>
3. MEDIA AND COMMUNITY	
Regulations: To understand that critical thinking skills are a necessity to identify manipulation and critically assess various media contents.	
Keywords: manipulation, stereotypes, virtual reality, media context, media audience, critical evaluation, advertising, propaganda	
Content Scope	Abilities
3.1. Manipulation	<p>3.1.1. To recognize media manipulation, its effects;</p> <p>3.1.2. To give arguments and debate on topics of media manipulation;</p> <p>3.1.3. To identify manipulation contexts and methods/means of its construction;</p> <p>3.1.4. To recognize/understand the relation between media</p>

	<p>and its audiences, the ways they shape each other;</p> <p>3.1.5. To identify various types of audiences and distinguish between different media messages for those audiences;</p> <p>3.1.6. To critically perceive media information;</p> <p>3.1.7. To think critically using the techniques of comparison, corroboration and context–evaluation;</p>
3.2. Stereotypes	<p>3.2.1. To understand the concept of stereotypes (cultural, social, political) in media contexts;</p> <p>3.2.2. To recognize various methods of typical representation;</p> <p>3.2.3. To understand cultural, social, political differences within community and through discussion and comparison enhance the development of individual personality;</p> <p>3.2.4. To understand the methods and reasons of stereotype construction, and how to check the credibility;</p>
3.3. Advertising	<p>3.3.1. To recognize various types of advertising methods;</p> <p>3.3.2. To compare and estimate quality of marketing communication versus propaganda;</p> <p>3.3.3. To be able to produce simple samples of advertising messages;</p>
3.4. Virtual Reality	<p>3.4.1. To understand the principles of virtual reality creation;</p> <p>3.4.2. To understand its impact;</p> <p>3.4.3. To critically perceive media credibility;</p> <p>3.4.4. To perceive virtual reality contexts and to understand the principles of its construction;</p> <p>3.4.5. To understand the links between various contexts of virtual reality, comparing the impact of virtual reality with regards to various fields of the media;</p> <p>3.4.6. To be able to produce simple example-model of</p>

	virtual reality;
4. MEDIA AND THE STATE	
Regulations: To understand that abilities to identify credibility of media content will help not to get lost in the sea of false information. To understand the importance of democratic and civil society value-based media content creation.	
Keywords: propaganda, false news, disinformation, credibility, fake news, verification, criticism, globalization, critical thinking, globalized media, media message, global identity, civil society, media literacy	
Content Scope	Abilities
4.1. Propaganda	4.1.1. To understand the concept of propaganda; 4.1.2. To recognize the most typical propaganda techniques and methods in the media; 4.1.3. To understand the principles and reasons of propaganda construction; 4.1.4. To perceive the effects of propaganda and to be aware of propaganda contexts and how to test/check its credibility;
4.2. Disinformation and Fake News	4.2.1. To understand the concept of fake news and the 'neighboring concepts' (false news, lies, satire, etc.); 4.2.2. To recognize different types of disinformation and fake news; 4.2.3. To be critical about the news and the media, its contexts and credibility (the reputation of the source, of information, the historical/political context, etc.); 4.2.4. To understand the principles of fake news construction; 4.2.5. To understand the methods of comparison and verification of sources that allows to develop a wider perspective of the media field and an open-minded, versatile individual, capable of constructive criticism; 4.2.6. To understand the dangers of spreading unverified

	information;
4.3. Globalization	<p>4.3.1. To understand the concept of globalization and its relation to the media;</p> <p>4.3.2. To be aware of positive and negative aspects of globalization on the field of the media;</p> <p>4.3.3. To compare various social, cultural, political phenomena, to reason and think critically;</p> <p>4.3.4. To analyze globalized media messages, to identify and evaluate their impact;</p> <p>4.3.5. To understand the principles of a globalized media message construction;</p> <p>4.3.6. To practically apply theory to everyday life;</p>
4.4. Security Issues	<p>4.4.1. To compare the concept of national versus global matters of security;</p> <p>4.4.2. To be aware of national versus global identity;</p> <p>4.4.3. To analyze and evaluate their impact on the change of the community;</p> <p>4.4.4. To understand the dangers to national security in the context of the media, and the principles of checking on the credibility of information with regards to security issues;</p> <p>4.4.5. To understand the methods/ representation of national security issues in the media;</p> <p>4.4.6. To critically evaluate the media message. By applying the techniques of comparison and corroborating they develop their skill of critical thought and their media literacy in general;</p>

9. Assessment

- 9.1. Pupils' achievements of the subject *Media and Society* are assessed according to generally established achievement evaluation order in schools. Pupils can be evaluated "passed/failed", there can also be a summative assessment or numerical scoring assessment. The key factor while assessing pupils' abilities is to have clear evaluation guidelines that all *Media and Society* subject teachers agreed upon and that pupils were informed about.
- 9.2. The abilities presented in the curriculum *Media and Society* will help assess pupils' learning development. Teachers themselves choose the criteria and methods for achievement evaluation based on pupils' groups, their outlook, experience, the level of comprehension and abilities they possess. It is suggested to base one's assessment on pupils' efforts to perceive the taught subject, to complete the tasks diligently, to be active during the lessons and the contribution in various projects. The assessment is only of what a pupil knows, is capable of, understands and can apply in one's own life.
- 9.3. Essential regulations of *Media and Society* subject evaluation are as follows: the development of critical thinking, problem solving, self-expression and creativity, the motivation of respect towards other people and their opinion, communication and collaboration, the development of thinking and abilities.
- 9.4. Choosing summative assessment and completing a certain learning period or module the final mark could be based on pupils' performance during the learning process and a written work. Pupils can be evaluated for their effort, active participation, collaboration and a set number of works presented (for example: essay, presentation, discussion, text analysis, project and etc.). Active pupils who presented a set number of works will receive the highest evaluation if the quality of their work corresponds to the achievements presented in this curriculum.
- 9.5. Pupils are encouraged to self-assess what they have learned, what has been significant to them, their personal abilities, beliefs, emotions and character features. During the presentations of group work and projects they can assess collaboration among group members and separate contribution of each pupil, have practice of peer work evaluation.

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