

Thursday May 10th

15.00-16.00

Angeläget

Project Manager Martin Rydehn

"Angeläget" – film about human rights"

Göteborg

Sweden

Angeläget

A documentary film project in the Swedish section of Amnesty International

The documentary film project "Angeläget – film about human rights" was launched in west Sweden at the beginning of 2005. This project is based on the cooperation of different organisations and Amnesty was originally one of these. Since the beginning of October 2006 Amnesty is responsible for the entire documentary project. The project "Angeläget", aims at strengthening the interest and supporting the commitment that young people have on the question of human rights - using creative activity as the means. It seeks to encourage young people to create their own documentary film on the subject of human rights, based upon the context they live in.

During the course of the first year of this project, 58 documentaries were produced by 400-500 students in 15 different primary schools in west Sweden. The documentaries were shown, among others, at different film festivals and in schools. Politicians and other people working for various cultural and human rights organisations also embraced the project. Furthermore, the evaluations from the first year revealed, in fact, that both the young people and the teachers in the schools were satisfied with

the experiences they had had when working on the project.

As a result, the method was adopted nationally, involving all programs in primary schools. Subject-related media in the form of a handbook on how to create a documentary film, as well as a DVD including 12 eight-minute documentaries, created by young moviemakers, were sent to teachers in Sweden. In order for students and teachers to receive updated information, a website, www.angelaget.nu, was set up. The documentaries being produced during 2007 will be seen by a jury and exclusive parts of 6-7 films are to be shown at the project's own documentary film festival in Gothenburg on May 3rd, 2007. A number of influential people will be asked to watch a film in advance and comment on its content at the festival on the basis of their experience.

12 documentaries will be included in a new DVD that will be used to launch this project once again during 2007/2008. This DVD will also be used as a mean of spreading more information about this project to teachers, students and other people who work with moviemaking.

Thursday May 10th

16.00-16.30

Media Literacy in Upper Secondary Vocational Education

Ph.D. Student Kanerva Kilpelä
Contemporary Culture
University of Jyväskylä
Finland

Media Literacy in Upper Secondary Vocational Education

The increasingly mediated world is surrounding our children and youth. Many recent studies are showing that media education and teaching of media literacy build up the ability to understand, to evaluate and to participate actively in the media culture. This empowers children and youth over their own life as well as over the surrounding cultural environment and gives them a better foundation for the future.

The efforts to take media education to the pre-school and basic school educational plans as well as to the general upper secondary education have been strong in Finland. However, at the same time the media education in the upper secondary vocational education has not had remarkable renovations.

According to my ongoing study, the educational plans of the upper secondary vocational education and training are not yet up-to-date in media educational means. The students, who have chosen vocational education of the upper secondary level, have been left almost entirely outside the education of even basic media literacy.

In my study I am evaluating, how the upper secondary vocational education meets the

challenges, which our society is setting concerning media skills and media literacy. Further, the objective of my case study in the Education Centre of Western Uusimaa, is to find out possibilities how to include media education in the upper secondary vocational education stronger than it is today.

The first part in realizing my study consists of the comparative evaluation of the present situation in the media education in 18 vocational study programs. In addition, I also hope to have some results of the second part of my study to present in Vaasa. It is based on the inquiry for the vocational teachers (n≈140) concerning their opinions on the position and practice as well as on their expectations in teaching media literacy. The third part consists of action based media educational experiments in the Education Centre of Western Uusimaa and it is going to be realized next year.

Author:

Ms. Kanerva Kilpelä
Ph.D. Student
Contemporary Culture
University of Jyväskylä
makavain@cc.jyu.fi

16.30-17.00

Classification of the Levels of Development of the Professional Knowledge and Skills Necessary for Teachers' Media Education Activities

Prof. Dr. Alexander Fedorov

Russian Association for Film & Media Education, Russia

Classification of the Levels of Development of the Professional Knowledge and Skills Necessary for Teachers' Media Education Activities

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Researchers and educators of the different countries of the world agree about requirement of teachers' media education. It is supposed, that modern teacher will manage:

- to encourage and develop at pupils/students desire to set the proved problem questions connected with media;
- to use in teaching a research technique, when pupils/students independently can search media texts for the information to answer various questions, to apply the knowledge received in a training course to new areas.
- to help schoolboys/students to develop ability to use a variety of initial sources of media, to investigate problems and then to draw the generalized conclusions;
- to organize realization of discussions of pupils/students about media texts;
- to encourage learning to reflect above their own media experiences.

For preparation of the future teachers for a media education of schoolboys/students, are necessary not only levels of students' media literacy, but also – the levels of a professional knowledge and the skills necessary for teachers' media education activities.

My classification quite corresponds with readiness of the future teacher for development of information culture of pupils which is defined by I.A.Donina as "complete integrated reflecting ability of the future teacher to the informational & pedagogical activity, containing "motivational & valuable, cognitive and an operational components" [Donina, 1999, p.11], and also with the similar levels developed by earlier [Fedorov, 2001, pp.62-63], described by

N.A.Legotina [Legotina, 2004, p.14], and others media educators.

Thus, a professional knowledge and the skills necessary for teachers for media education activities, are characterized by the following high levels:

- 1) motivational: Versatile motives of media education activities: emotional, gnosiological, hedonistic, moral, aesthetic etc.; aspiration to perfection of the knowledge and skills in the field of a media education;
- 2) informational: Full knowledge, extensive theoretical & pedagogical knowledge in the field of a media education;
- 3) methodical: The advanced methodical skills in the field of a media education (for example, skills to give introduction for media perception, to explain the reasons, conditions and character of occurrence of the phenomenons, skills to develop media perception of pupils/students, to reveal levels of their development in media culture area, to choose optimum methods, means and forms of realization of works, research skills, etc.) and strongly pronounced pedagogical virtuosity (general pedagogical culture, external shape, self-presentation, self-checking, presence of a feedback with an audience, etc.);
- 4) activity: Regular media education activities during educational works of different types
- 5) creative: Strongly pronounced of the creative level in the media education activities (that is display of flexibility, mobility, associativity, originality, antistereotype of thinking, development of imagination, etc.).

Notes:

Donina, I.A. (1999). Formation of the Future Teacher to Development of Information Culture of Younger Schoolboys. Novgorod, p.11.

Legotina, N.A. (2004). Pedagogical Condition of the Preparation of University Students for Realization of Media Education in General Educational Establishments. Kurgan, 24 p.

Fedorov, A. (2001). Media Education: History, Theory and Methods. Rostov: CVVR, 2001, pp.62-63.