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MEDIA EDUCATION

by

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The growth of the mass media in the past hundred years has created a worldwide environment of its own. If it were visible, it might be comparable to the weather patterns which flow and swirl around the planet, sometimes calm and sometimes stormy, but always relentless and inescapable.

We cannot do much about the weather except adapt to it. Can we do anything about the climate of mass communication? If not, how can we best adapt to it, to maximize its benefits and avoid, insofar as possible, its dangers? People involved in what is variously called 'media education', 'media literacy education', education for 'critical viewing skills' or 'media awareness education' think that something can be done to prepare adults, but especially children, not only to survive but even thrive in this media climate.

In this two-part issue of *Trends* we explore research and practice in media education around the world and bring you an extensive annotated bibliography developed by John Pungente, S.J., in the course of a decade devoted to promoting it.

A Review of the Field

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Introduction

The media, like the weather, may be annoying at times, but we would have difficulty getting along without it. The trick is to use it effectively, and that applies just as much to audiences as to producers or editors. Some have viewed 'media education' or 'media literacy education' as essentially a defense mechanism, designed to protect children and audiences in general from the 'dangers' of the

mass media. That attitude is decreasing among professional media educators. They see the media environment more as presenting us with opportunities than as posing threats to our well-being. The task of media education is to enable people to maximize those opportunities.

John Benson (1993), for example, has suggested six aims, among others, which media education should pursue. The first is to

increase the enjoyment pupils can gain from the media, a goal whose value often seems to be underestimated. It also should make manifest the invisible structures of society underlying the media industry. The aesthetic, economic and political dimensions of the media should all be treated. It should impart an understanding of the way the community represents itself through the media to itself and to others. Finally, media education should result in an informed and critically aware citizenry with power over their own lives.

Looked at in that broad perspective, media education, rather than being an annexe or afterthought in a school curriculum, might be moved towards its heart. There, if properly developed, it could contribute significantly to the broad intellectual and moral development

of students towards which educators are so universally striving, but which they so seldom achieve.

Little by little, an increasing amount of serious research is being done into ways and means of carrying out the most effective media education. Many such studies, like other pedagogical research, must be done in practical classroom situations. In addition to structured research projects, there is a continuing ferment of interaction and dialogue among those who teach, reflect and write which also yields valuable insights into how to teach the subject. This less formal approach, too, is an essential part of the research process, and it needs to be considered alongside more formal research if we are to have a well-rounded understanding of how this field is developing.

I. Why Bother with Media Education?

Barrie McMahon and Robyn Quin. 'Knowledge Power and Pleasure: Directions in Media Education'. A paper presented at the Second North American Conference on Media Education, Guelph, Ontario, Canada, May 1992.

Today's children in the industrialized nations--and we can include most of the generation in their twenties and thirties with them--have grown up with television as a constant companion. Although people go through phases in their life-cycle during which television plays a less important role than at other times, it is always there in the background affecting their society and influencing their thoughts and actions. The younger generation already knows a lot about TV and the other mass media, how to live with them and how to use them. So, an obvious question arises: Can anyone--particularly older people, reared in a less media-saturated environment--teach them anything new about it?

McMahon and Quin evaluated the aims, course content and strategies of two years of media education work in which they were involved in Australia. The methods and other aspects of the courses evaluated were felt to be roughly comparable with media education courses in the other English-speaking countries where media education appears to be

most highly developed: Canada, Scotland, England, Wales and New Zealand.

They found that, at a certain level, media education was successful. Students quickly learned to 'deconstruct' an image or a media 'text'. But often that was where they stopped. They were 'able to pick an image to pieces but unable to make the conceptual leap between the text and its context'. The authors' 'findings suggested that students were often bouncing up and down on the same spot, doing more of the same, getting better and better at doing the one task and that task was invariably textual analysis. They could deconstruct anything from a photograph to a shopping mall but could not articulate the relevance of such an activity to their own lives.'

It would be too much to expect students to develop that ability on their own. Media teachers should be prepared to help them do so, but McMahon and Quin feel that even the best developed media education courses show room for improvement in that regard. The goal of such courses should, in their view, be

'empowerment'. 'Media education, like all education, is political in its aims.' Although it has to start with textual analysis, it should go on to raise questions about power and about whose good is being served by the text being analyzed. Both radical texts, which question prevailing attitudes, and old texts, which represent the strange values of a different age, can be particularly effective in encouraging critical evaluation. The goals, however, ought to be the ability to conduct a rigorous analysis of how the media present values and attitudes and the ability to apply that analysis to current texts--such as today's news--and their personal relevance.

Such a strategy might be dangerous, both to complacency about the reliability of media messages and in certain contexts even to the teacher's own job security, if authority figures object. But the authors feel it is necessary to focus directly on the media's social context and on their relevance for each student.

'Radical Texts'

John Downing, Ali Mohammadi and Annabelle Sreberny-Mohammadi. *Questioning the Media: A Critical Introduction*. Newbury Park/London New Delhi: Sage, 1990.

McMahon and Quin may appear, to some, to overstate their case; but some tendency to challenge 'authority', as represented by media managers and their products, seems present in any programme of media education. This may be a factor hindering the growth of effective media education both in dictatorships, where it might challenge media used chiefly as a government propaganda organ, or in consumer

societies, where the advertisers who pay the media bills might interpret it as developing resistance to the advertising for which they are paying. Regardless of such opposition, the preservation of human dignity in the modern world seems to require that individuals be provided with the mental tools to enable them to maintain their autonomy in the face of such coercive forces.

McMahon and Quin call for the use of 'radical texts', which 'cut across the commonly held attitudes. They force the viewers to distance themselves from the content.' But they complain that 'such texts are hard to come by.'

However, there seems to be no lack of such 'radical texts' in the writing of critical media theorists, as represented by the papers in the book edited by Downing, Mohammadi and Sreberny-Mohammadi. Most of them are aimed at an American audience and are designed to raise questions about the objectivity and reliability of the media in the United States.

Although this can be a valuable dimension of media education, from the point of view of the strategy espoused by McMahon and Quin, the heavy outpouring of such critical works from American authors may create an impression that media-related problems are worse in the United States than elsewhere. That is not necessarily the case. But the American media industry has been the model for what the media of many other countries have become and will become. Consequently, more searching criticism there may shed light on conditions in less accessible research environments.

II. Media Education Around the World

Cary Bazalgette, Evelyne Bevort and Josiane Savino (Eds.). *New Directions: Media Education Worldwide* (French title: *L'Education aux médias dans le monde: nouvelles orientations*). London/Paris: British Film Institute/ Centre de Liaison de l'Enseignement et des Moyens d'Information, 1992.

'Media education', 'media literacy education', 'media awareness education', etc., are terms representing a process which not only is called by different names in different places but also shows a wide variety in its goals and methods in different countries. The colloquium, 'New

Directions in Media Education', held in Toulouse, France, in 1990, brought together 200 media educators from 45 countries and offered one of the first opportunities to compare media education efforts around the world. The colloquium was supported by the

Council of Europe and by UNESCO, which has promoted media education since 1964, and has sponsored a number of other international gatherings and publications on the subject in subsequent years.

Some countries have relatively long histories of media education. In others, despite the intensive development of the mass media, media education has lagged. Different emphases have made the process in some countries difficult to compare with practice elsewhere.

Australia and Canada

Australia and Canada have long been in the forefront of media education. The Australian states all have longstanding, active programmes. Victoria, for example, has had media education in its curricula since 1981, and in 1990 it instituted a revised curriculum requiring media education in both primary and secondary schools.

Developments in Canada have been less uniform than in Australia, but they nevertheless are impressive. John Pungente (1993: 47) recently summarized the Canadian situation as follows:

Media Education in secondary schools has begun to develop in the western Canadian provinces. There is also some interest being shown in the subject in the Atlantic provinces. Québec has its own stand on Media Education. In Ontario government has mandated the teaching of media within the English curriculum for grades seven through twelve. There are a number of resources available for teachers and the Association for Media Literacy provides information, workshops, summer schools, a newsletter, and in-service training in media.

The Ontario Media Literacy Resource Guide has been used not only across Canada but also in the United States, Britain, Australia, New Zealand, the Philippines and, in Japanese translation, in Japan. A principal centre for development in Canada, as well as the United States, has been the Association for Media Literacy, based in Toronto.

The Jesuit Communication Project, publisher of *Clipboard* and also based in Toronto, is an example of the interest of religious groups which has been an important driving force in

promoting media education in Canada, Australia, and other places. One stimulus for Catholic participation in the movement was the endorsement of media education by the Second Vatican Council (1965), which was recently reinforced by several passages advocating action for media education in the document, *Aetatis Novae*, issued by the Pontifical Council for Social Communications (1992).

France

France, where the 1990 world colloquium was held, has experienced a growing interest in media education for several decades. As in some other countries, this has often been mixed with 'film studies' and with the promotion of audiovisuals in general education. One of the oldest and most active private centres with this mixed emphasis has been Centre International CREX AVEX, in Lyon, founded by Pierre Babin, SJ, in 1971.

On the government side, the Centre de Liaison de l'Enseignement et des Moyens d'Information (CLEMI) was founded in 1982 to coordinate both media education and the use of audiovisuals in French schools. It has developed courses for teachers and school curricula, as well as sponsoring colloquia. The Centre National de Documentation Pédagogique, also an organ of the Ministry of Education, has developed cassettes for use in media education and publishes the weekly, *Telescope*, which analyzes each week's television programmes from the perspective of media education and is closely coordinated with the organization, 'Audiovisuel pour tous dans l'éducation' (APTE). APTE also was organized by the Ministry of Education, in 1986. It brings together teachers, parents, students and media professionals to discuss aspects of education related to the media.

Germany

In Germany, despite much theoretical writing on the media, only limited practical implementation of media education has been reported, although some local efforts do seem to show promise.

Austria

Media Education has had a place in the

Austrian national curriculum for some years.

Spain

In Spain, after four years of experimentation, media education has been made a requirement of both primary and secondary school curricula, giving students a choice between two courses, 'Language and Communication' or 'Images and Production' (Bucuzzo 1992, p. 5). Spain's media literacy movement began in the 1960s, as 'cinema studies' in 'Cine-Clubs', which had something of a reputation as foci for political resistance against the Franco regime (*ibid.*, p. 4). The National University for Distance Education (Universidad Nacional de Educación a Distancia) had trained over 3,000 teachers for media literacy by 1993, and had produced a number of textbooks, radio programmes, and both audio and video cassettes as teaching aids. Nevertheless, despite these and other efforts, both public and private, Spain's media literacy teachers are reported to be 'working alone, isolated, and they need support and materials' (*ibid.*, p. 5).

Japan

Japan has shown a growing interest in media education, although there is little space for new courses in the crowded and examination-oriented primary and secondary school curricula. Although individual educators manifest concern about media literacy, the projects which exist, led since 1977 by the Forum for Citizens' Television (FCT), are characteristically private and are only beginning to challenge some of the less benign aspects of the mass media. One movement in that direction, however, was the issuance of a 'Charter of Television Viewers' Rights' by the FCT, in November 1992 (*Clipboard*, 1992b, pp. 1-4).

Philippines

The Philippines manifest considerable interest in media education, but most seems concentrated in Catholic schools and other religious organizations, rather than receiving much government support. The Philippine Association for Media Education has been in existence for some years.

Russia

In Russia, critical media studies are beginning to develop in the newly democratic atmosphere, and with them a renewed interest in media education, with several recent publications in the field (Sharikov 1992; Bazalgette, et al. 1992: 161-165; *Clipboard*, 1992a, p. 8).

Africa

In Africa the continent-wide African Council for Communication Education (ACCE) has chiefly been concerned with professional training and research, rather than primary and secondary media literacy education. However, ACCE is going ahead with a project to carry out an extensive programme of media literacy research in West Africa, sponsored by the World Association for Christian Communication. The project has been delayed by the recent death of its director, Dr. Sybil James.

India

In India considerable enthusiasm for media education exists among individual educators and non-governmental organizations, although little impact has yet been felt in curricula or classrooms. Catholic organizations are providing considerable thrust in the field and have issued a number of publications concerning it.

Latin American Malaise

Centro de Indagación y Expresión Cultural y Artística (Centre of Cultural and Artistic Investigation and Expression - CENECA). *Educación Para La Comunicación: Manual Latinoamericano* (Education for Communication: Latin American Manual). Santiago, Chile: CENECA, 1992.

Valerio Fuenzalida (Ed.). *Educación para La Comunicación Televisiva* (Education for Televised Communication). Santiago, Chile: CENECA, 1986.

Mercedes Charles Creel and Guillermo Orozco Gómez. *Educación Para Los Medios: Una Propuesta Integral Para Maestros, Padres y Niños* (Education for the Media: An Integrated Proposal for Teachers, Parents and Children). Mexico, D.F.: Instituto Latinoamericano de la Comunicación Educativa (ILCE), 1992.

Miguel Reyes Torres and Ana Maria Méndez. 'Systematic Development of Media Education in Chile'. *Canadian Journal of Educational Communication* (forthcoming).

The growth of the mass media has made a significant impact upon Latin Americans despite widespread poverty which limits access to the media for many. Nowhere is this more evident than in Brazil, which is famous for its export of soap operas. Recently, melodrama mingled with real life, there, when the leading lady of one serial was murdered by an actor with a major romantic role in the same programme. Also, the largest media conglomerate in Brazil was deeply involved in controversies surrounding the impeachment of the president, raising many concerns and allegations about the political power of the mass media.

Other countries in the region have manifested equal concern, although usually with less melodrama, as evidenced by the eighteen authors from seven countries represented in Fuenzalida's book (1986). The use and abuse of the mass media by political and military interests throughout Latin America as well as rampant commercialization have contributed to a continent-wide malaise about the media among academics, educators, religious leaders and other informed persons.

Reyes and Méndez point out that the campaigns for more media education which have arisen from this concern frequently have been so confrontational that antipathy between their advocates and educational authorities has prevented its effective incorporation into school curricula. The driving force in favour of critical media education has come from the Church and non-governmental organizations, rather than governments. (Fuenzalida, in Bazalgette, et al. 1992: 135).

Reyes and Méndez see some hope of improvement in recent moves by some educational authorities to implement media education programmes in their schools. They particularly cite the work of their own institute, the Centro de Investigación de Medios para la Educación (Centre for Research on Media for Education - CIME), at the Universidad de Playa Ancha de Ciencias de la

Educación, Valparaiso, Chile.

They conceive of media education 'as a discipline which enables the media perceiver to develop the capacity of critical and creative analysis of mass media messages and to apply this capacity with educational criteria to allow autonomous behaviour of the person as a final goal.'

The five-step model on which their programme is based was developed within Latin America by María Josefa Domínguez (Domínguez 1990). After initially strengthening skills for critical analysis it moves on to stress 'education for transforming answers' and 'education for new experiences (creativity)', which would seem to respond to the need stressed by McMahon and Quin, to develop in the students the ability to apply their new analytical skills to 'current texts' affecting their own lives.

Since 1987, the Science of Education Faculty of the Universidad de Playa Ancha de Ciencias de la Educación has offered a post-graduate programme in 'Media for Education: Television and Computation.' This is supplemented by research projects and workshops run by the CIME. From 1992 a course in 'Education and Social Communication' has been required of all students in the teacher training course of the university. This is an exception among pedagogy courses in Latin America, however. At best, most would offer only an elective in the subject.

The two other books cited were published with the assistance of UNESCO. They are indicative of the groundswell of interest in the topic rising throughout Latin America.

'Critical Reading' in Latin America

Pedro Gilberto Gomes, S.J. *Leitura Critica da Comunicaçao* (The Critical Reading of Communication). LCC Cadernos, No. 1. São Paulo: Edic. Loyola-UCBC/LCC, 1987.

Carlos Alberto Torres. *Leitura Critica de Paulo Freire* (The Critical Reading of Paulo Freire). São Paulo: Edições Loyola, 1981.

The approach of CIME could be called 'education for the media' and takes a broad view of

preparing the individual for life in a media-saturated environment with the ability to make autonomous choices in his or her use of the mass media.

A narrower, more critical perspective is taken by others, who base their approach on the writings of Paulo Freire (1972, 1978, etc.). It might be called the 'critical reading' approach, and shares much with the critical/cultural studies approach of many British, and some American, media scholars. 'Critical reading' of texts often is taught through the analysis of images (photographs, drawings, etc.), involving much dialogue and group participation.

Valerio Fuenzalida and his team at CENECA (Centro de Indagación y Expresión Cultural y Artística) in Santiago, Chile, have endeavoured to develop the critical reading approach beyond the negative, reactive form taken by some of its earlier, simpler applica-

tions. Fuenzalida says (in Bazalgette, et al. 1992: 147-150) that CENECA aims to help television viewers 'appropriate the medium creatively,' to 'make it their own' through understanding its meanings, its language, its genres and its characters as an industry of cultural production.

This method is especially useful in literacy classes, or in other situations where the students are either illiterate or function at a low level of literacy. However, it also is used with fully literate groups. Most characteristically it is employed in relatively informal group situations, usually organized by private groups, such as basic Christian communities, rather than in schools or other government-administered settings; although its use in schools has gradually increased in recent years. In Bolivia, Peru and Venezuela, Catholic media organizations have produced films and videos for use in 'critical reading' training sessions.

III. British Theory and Practice

'Maintain the Standards': The Early View

F. R. Leavis and Denys Thompson. *Culture and Environment: The Training of Critical Awareness*. London: Chatto and Windus, 1933.

Prefiguring--albeit from a different ideological stance--the negative attitude toward the 'media industries' of the Frankfurt School of Sociology (Adorno and Horkheimer 1972[1947]), Leavis and Thompson were inspired by a fear of the 'corrupting' effects of popular culture, in general, and the mass media, in particular, to create the first significant British outline of an approach to media education.

Arguing that students should be trained for taste and sensibility, Leavis and Thompson asked, 'What effect can such training have against the multitudinous counter-influences--films, newspapers, advertising--indeed, the whole world outside the classroom?' They summed up their 'back to basics' educational philosophy by saying, 'it is on literary tradition that the office of maintaining continuity must rest'(1933: 1).

Despite this negative perspective towards

the mass media, Leavis and Thompson at least saw a need to educate people to live with the media. According to Len Masterman (1985: 49), they made media education 'respectable', even though they saw its sole purpose as the maintenance of the elitist cultural hegemony against the incursions of mass culture. 'From Leavis we should, I think, hold onto the importance of critical reading, but as a process which needs to be informed by an understanding of a far wider range of contextual factors than Leavis ever concerned himself with' (Masterman 1985: 61).

Although Masterman says that comprehensive education has killed Leavisism, Wilf Stevenson and Cary Bazalgette recently (1993) expressed concern at signs of its resurgence in statements by British cabinet ministers and their advisers. One minister has called for teachers to concentrate on 'the

pinnacles of human achievement' and indicated that 'to argue for the study of popular television is to argue against our cultural heritage.'

Current Outlooks: The Curriculum and the Classroom

Manuel Alvarado and Oliver Boyd-Barrett (Eds.). *Media Education: An Introduction*. London: British Film Institute/The Open University, 1992.

Cary Bazalgette. *Media Education*. Teaching English in the National Curriculum series. London/Sydney/Auckland/Toronto: Hodder and Stoughton, 1991.

Mike Clarke. *Teaching Popular Television*. London: Heinemann, 1987.

Andrew Hart. *Understanding the Media: A Practical Guide*. London/New York: Routledge, 1991.

David Lusted (Ed.). *The Media Studies Book: A Guide for Teachers*. London/New York: Routledge (Comedia), 1991.

Len Masterman. *Teaching The Media*. London: Comedia, 1985.

Although the Critical/Cultural Studies approach--often with Marxist assumptions--dominates communication studies in the United Kingdom, media awareness education theorists and researchers regard the schools as the obvious forum in which to teach about the mass media. They consequently must take the broader road comparable to 'education for the media' in Latin America, which was described above.

The books listed above represent only a small sampling of the large outpouring of books on media education from British writers. In contrast to the emphasis in the United States, where researchers stay largely in the more abstract 'media effects', 'reception analysis' or 'cultivation analysis' areas, British writers do not hesitate to plunge directly into the classroom, as the titles cited suggest. The large output of 'how to do it' books for teachers may reflect greater hope, in the British

context, of seeing media education courses actually enter the curricula of primary and secondary schools to a significant degree.

Hart's book, for example, gives practical guidance not only about how to teach the subject in the classroom but also about how it might be fitted into an already crowded curriculum. The book is based on a series of programmes broadcast on BBC Radio 4.

The reader edited by Alvarado and Boyd-Barrett is part of *Media Education: An Introduction Pack*, consisting, in addition to the reader, of a workbook, a 60-minute video cassette, a 60-minute audio cassette and 40 slides, developed by the British Film Institute and the Open University.

Mike Clarke has been involved in work with local educational authorities, and his 'how-to-do-it' book for teachers, also written in cooperation with the British Film Institute, reflects the high level of interest in media education on the part of local educators in Britain.

BFI

An important force promoting media education in the United Kingdom has been the British Film Institute (BFI). It has as one of its chief functions policy intervention. It has, for example, consistently pressed for the integration of media education into the English language and literature syllabus of the national curriculum--pragmatically, the only way to get it into an educational system committed to retaining a traditional, ten-subject curriculum.

Cary Bazalgette, Education Officer of the BFI, in articulating her philosophy of media education and perception of the goals to be sought and methods to be employed, says that 'texts' are created through processes which are part of their meaning. Learning about the processes 'gives us more power over the texts we read the the texts we produce'. But media education means more than learning how to resist media manipulation. It is the natural electronic extension of reading and writing, and should teach how the media reach real audiences and elicit real responses from them. It should give children 'high expectations of television, of all media, and of themselves' (Bazalgette 1991: 58).

Ideally, media studies should not be a separate part of the curriculum, but should enter into every aspect of the child's learning about his or her cultural experience. In opposition to Leavis and Thompson, Bazalgette's view is that popular culture must enter into education at the same time that traditional values are being inculcated, and that the standards of 'higher culture', while important, cannot be frozen into 'league tables', which would increasingly perpetuate an ever more outdated and irrelevant world-view.

Developing Critical Autonomy

Len Masterman's book (1985) presents general principles for teaching all age groups. Media education should be 'demystificatory and critical', showing students how media controllers have the power to project things as 'natural' and 'authentic' which are neither natural nor authentic, but inevitably are constructions of the production process to which Roland Barthes has applied the word 'myth'. The student should be made aware that the purpose of the media is to produce and sell audiences--assembling them by attractive programming, then charging advertisers for access to them--as 'part of the larger cycle of capitalist production, distribution, exchange and consumption' (p. 22). With McMahon and Quin, Masterman insists that the real task of the media education teacher is 'to develop in pupils enough self-confidence and critical maturity to be able to apply critical judgements to media

texts which they will encounter in the future...when the teacher is not there' (pp. 24-25). In short, they must develop critical autonomy. The principal skills taught should be investigative, not evaluative as Leavis and Thompson would have wanted.

According to Masterman, a stress on film studies in media education has been detrimental to a serious study of television and other media. Too often, the study of film has been elitist, concentrating on 'art' films and neglecting the saturation of modern experience by mass culture through radio, television and the press. Television is the dominant medium in today's culture, and so, at least provisionally, it should be the principal focus of media teaching.

Clarifying Concepts

Masterman criticizes much of media education in Britain as lacking integration--dealing with the various parts of the subject as if they had no bearing or influence on each other--and as failing to clarify its concepts. Cary Bazalgette notes that even the key word 'medium' often is not clearly defined. David Lusted's reader is an effort to meet this need by dedicating a separate chapter to each of several key concepts, to help teachers understand them and present them understandably in their classes. David Buckingham's chapter, 'Teaching About the Media' (Lusted 1991, pp. 12-35), gives a succinct introduction to the 'why' and 'how' of media literacy teaching.

IV. The United States: Much Theory, Little Practice

A Crisis of Neglect

James A. Brown. *Television 'Critical Viewing Skills' Education: Major Media Literacy Projects in the United States and Selected Countries*. Hillsdale, NJ: Lawrence Erlbaum, 1991.

Edward Palmer. *Television and America's Children: A Crisis of Neglect*. New York/Oxford: Oxford University Press, 1988.

Despite its leadership in the development of the modern mass media, the United States lags woefully behind most of the rest of the English-speaking world, at least, in systematic

media education in its schools. In the 1970s federal government funds were available, and a flurry of programmes and publications appeared, but the funding and with it most of

the projects ended in the early 1980s (Brown 1991: x). The independence of the educational systems of each of the fifty states makes it difficult to evaluate the national pattern, but there is little evidence to suggest that any of the fifty have made a noteworthy effort to meet the challenge in any systematic way. In the past decade much of the organizational support for media education has come from religious organizations, such as the National Catholic Educational Association (NCEA n.d.), the Protestant Media Action Research Center (MARC n.d.), and the Center for Media and Values (*Media&Values* 1977+). Other important private organizations include Strategies for Media Literacy, Inc., in San Francisco (*Strategies*), National Telemedia Council, in Madison, Wisconsin (*Telemidium*, 1953+), and Downs Media Center, Stockbridge Massachusetts. There are many enthusiastic but isolated teachers of media education throughout the United States, but their efforts often seem doomed to wither on the vine after their passing, due to lack of institutional backing.

Several reasons can be hypothesized for this unsatisfactory situation. Kathleen Tyner (Bazelgette, et al., 1992: 170-176) suggests that one cause is the diversity of concepts of what media education is and what it should be doing. But she holds out hope that there is an emerging coalescence around common principles which may give a sense of direction to the movement. The resistance of advertisers, who pay the bills of a commercially dominated mass media and have political influence, has been mentioned. But some public-spirited advertisers have been willing to contribute to media education projects.

Crowded curricula and an administrative elite who are both pedagogically conservative and/or fiscally restricted may be additional factors. Decaying urban society sometimes makes the teaching of even the 'three Rs' problematic, let alone something as 'exotic' as media awareness skills. Finally, a prevailing assumption seems to suggest that media education is the responsibility of parents, not schools--although parents are manifestly ill-equipped to deal with it.

Perhaps more importantly, interest in

academic circles seems to split, when it comes to questions of children and the media, with one powerful stream moving to the side of empirical studies without immediate pedagogical application, and the other, much smaller, moving towards production and resulting in a few brilliant products in which television, in particular, has been used for educational purposes, such as *Sesame Street*, *The Electric Company* and *Mr. Rogers' Neighborhood*.

Left as an unwatered island in the middle is research specifically designed to develop curricula and promote effective teaching in media awareness education. Many are interested in learning how television works, and some are anxious to use it for educational purposes--although Edward L. Palmer points out (1988) that the great potential in that area remains very far from fulfilment. However, despite alarms on all sides about the perceived 'dangers' of television, few are taking practical measures to help either children or adults understand their media world and learn how to deal with it. Palmer's book advances a strong argument for more and better children's television, as well as a badly needed critique of the deregulation mania which has made the Federal Communications Commission into little more than a rubber stamp for the advertising industry. But only in one paragraph, in the 'Foreword' by Ernest L. Boyer, is the need for media awareness education mentioned.

Academic Successes and Derelictions

Nancy Signorielli and Michael Morgan (Eds.). *Cultivation Analysis: New Directions in Media Effects Research*. Newbury Park/London/New Delhi: Sage, 1990.

Media&Values. Published quarterly by the Center for Media and Values, Los Angeles.

Communication research scholars in the United States have been second to none in the empirical study of mass media phenomena, including the effects of the media on audiences. The reader in cultivation analysis edited by Signorielli and Morgan is cited here

only as one example of this rich reservoir of research findings. It contains reports on research in cultivation analysis and cultural indicators stemming from one of the most ambitious of such projects, centred on the Annenberg School of Communications of the University of Pennsylvania. This research challenges the prevailing consumerist ideology to reveal, among other things, the hegemonic effect of the mass media--especially television--in promoting a 'mainstreaming' of agenda and thought conducive to the unquestioning acceptance of that ideology by the majority of the American people. Typical of American empirical studies, however, the book makes no mention of how this revelation might be used in teaching about the media.

American research like that at the Annenberg School has provided the empirical foundations for much that has been written in

Perspective

The need for media awareness education is obvious, the obstacles in the way of its effective implementation are almost equally obvious. It is clear that efforts on a broad front are needed, with differing emphases in different countries and even different regions of the same country, depending on cultural, social and political conditions and the structure of the local media. Lobbying at all governmental levels seems necessary almost everywhere to keep the attention of policymakers and to encourage lawmakers to provide the required funding. Continuing efforts also must be pursued to hold the attention of both teachers and parents.

The division in the English-speaking world, highlighted by this analysis, shows an emphasis on primary research and television programme production with little attention to pedagogy in the United States, while applied pedagogical writing is much more strongly emphasized in the Commonwealth countries. Much cross-fertilization already takes place, especially in the application of American research findings to classroom situations by Commonwealth writers. Conversely, texts written in the United Kingdom, Australia and Canada are used in the United States. Much

other countries on teaching media awareness skills. But relatively few American writers have drawn on it for that purpose. Those who do tend more to target parents than teachers, perhaps foreseeing little prospect of media education entering formally into the curricula of many schools. In its Winter 1992 issue, *Media&Values* (No. 57, p. 24) could list only four recent texts for teaching media literacy written in the United States. 'The leading voice for media literacy in North America,' according to the same source, is the Association for Media Literacy, headquartered in Canada. The heading to the brief list of texts complains, although with a flicker of optimism, 'Only a few curriculum materials are currently available for use in the United States, but as the field develops, expect more to be published.'

scope nevertheless remains, and in non-English-speaking countries as well, for study of ways to integrate these three streams--theoretical research, production and pedagogical applications--even more intimately, in order to provide more attractive and effective tools for growth in critical media awareness.

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CURRENT RESEARCH IN MEDIA EDUCATION

Note: The 'Current Research' section of *Trends* is not intended to be an exhaustive list of everyone doing research on the selected topic. Rather, it is designed to offer a wide range of contact addresses for those who are interested in learning more about developments in different parts of the world. Those listed are not necessarily all researchers or research organizations, in the strict sense, but they should be people acquainted to at least some degree with research activities in their respective countries. This is especially true with the present topic, media education, since in it research and practice are closely intertwined.

AUSTRALIA

Australian Teachers of Media (ATOM) is organized by states. Some contact addresses are: PO Box 187, Rozelle 2039, New South Wales; **Helen Yates**, PO Box 1005, Milton Centre 4064, Queensland; **Stephen Walters**, PO Box 222, Carlton South 3053, Victoria; and PO Box 237, Cottesloe 6011, Western Australia.

John Benson (Centre for the Study of Educational Communication and Media, La Trobe University, Bundoora, Victoria 3083. Fax: +61 3 478 7807; Tel: +61 3 479 2493) and **Imre Hollosy** (Victorian Curriculum and Assessment Board, Pelham St., Carlton, Victoria 3953) developed the new, required media education curriculum for Victoria state secondary schools--arguably the most advanced section of the most advanced country in media education. Both contributed to the development of the Victorian primary media education curriculum (in, *The Arts Framework, P-10: For Total Growth*, Melbourne, 1988). Benson had been active in designing the previous secondary curriculum, in effect from 1981 to 1990.

Robyn Quin (Head of School of Language, Literature and Media Studies, Faculty of Arts, Edith Cowan University, 2 Bradford Street, Mt. Lawley, WA. Fax No: +61-9-370-2910; Tel. No: +61-9-370-6221; e-mail: R.Quin@Cowan.edu.au) and **Barrie McMahon** (Manager Curriculum, Western Australia Ministry of Education, 151 Royal Street, East Perth, WA 60005, Western Australia) are currently involved in research into adolescent television audiences and curriculum development for teaching audience theory within media studies. Quin is concentrating on the reading processes of Australian teen-age girls, specifically examining the effect, influence and interpretation of American teen-oriented soap-operas among them. McMahon

is dealing with the methodologies by which complex concepts of the audience can be effectively taught in secondary media education.

Helen Yates (School of Media and Journalism, Queensland University of Technology, 2 George Street, Brisbane, Qld. 4000. Fax: +61 7 864 1810; Tel: +61 7 864 1231) has recently been involved in three projects: on gender and technology issues for English teachers integrating media studies into their teaching, on a pedagogy of Madonna's rock clips and films, and she is a collaborator in a four nation study of children and TV advertisements coordinated by **Dr. Jude Collins**, University of Ulster at Jordanstown, in Northern Ireland (see U.K.).

AUSTRIA

Ingrid Geretschlaeger (Brachelligasse 28, 1220 Vienna; Tel/Fax: +43 1 23 07 582) recently conducted a project which found parents and children generally unaware of specialized children's media, other than children's books. She is surveying teacher training to stimulate teacher interest in media literacy on the eve of the initiation of private television and radio in Austria. She also is concerned with awareness and appreciation of national cultural heritage and international mindedness, including attitudes towards dubbing of foreign programmes.

At **Institut für Unterrichtstechnologie und Medienpädagogik, Universität für Bildungswissenschaften Klagenfurt** (Universitätsstraße 65-67, A-9022 Klagenfurt; Fax: 0463/2700-292; Tel: 0463/2700-394) **Klaus Beockmann, Brigitte Hupfl, Karl Nessmann, Walter Schludermann and Günther Stotz** are studying the theoretical concept of media literacy and qualitative audience research, and are carrying on workshops, seminars, and in-service training courses for teachers.

CANADA

Barry Duncan is one of the founders of **The Association for Media Literacy** (40 McArthur St., Weston, Ontario, M9P 3M7) and its newsletter, *Mediacy*. The AML is some-times cited as the strongest advocate for media education in North America. Duncan was chief editor of the *Ontario Media Literacy Resource Guide* (Toronto, 1989).

Robert Morgan (Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario

M5S 1V6; Fax: +1 416 926 4725; Tel: +1 416 923 6641, ext. 2632; E-mail: IN%"RMorgan@utoroise.ca") is engaged in a three year project, 'Understanding Media Education', to study: (1) paradigms and discourses in Ontario secondary school media teaching; (2) relationship of media education to the English departments within which it is sponsored; (3) effects of lack of teacher education in media; and (4) relative influence of texts and teachers or by students' interests, affects and community contexts on the current media education curriculum.

John Pungente, S.J. (Jesuit Communication Project), 300-47 Ranleigh Avenue, Toronto, Ontario M4N 1X2; Fax: +1 416 488 8360; Tel: +1 416 488 7280), has written a book, *Getting Started in Media Education*, published by the CSCC (London 1985) was one of the writing team on *Media Literacy Resource Guide: Intermediate and Senior Divisions, 1989* (Ontario Ministry of Education, 1989), and assisted in developing the media literacy curriculum for Ontario schools. He also has written a text, *Meet the Media*, and works on curricula in other provinces, states and countries.

CHILE

CIME (Centro de Investigación de Medios para la Educación, Universidad de Playa Ancha de Ciencias de la Educación, Av. Playa Ancha No. 850, Casilla 34-V, Valparaíso; Fax: +56 31 285041; Tel: +56 31 281106), in collaboration with two other universities (in Antofagasta and Arica), is beginning an 'Evaluation of Strategies of Education for the use of the MCS'. Principal researchers include **Miguel Reyes, Ana María Méndez, Roberto Chiang, Fernando Mandujano**, and **Carmen Galleguillos**. Another project, now in the planning stage, is a pilot 'Project of Audiovisual Education', intended to develop cross-disciplinary applications of critical media studies themes in the schools of five municipalities. It will involve Miguel Reyes, as well as **Arturo Matute**, of UNESCO, and **José Luis Olivari**, of CENECA. Also at Playa Ancha, **Pedro E. Funk** is conducting a 'Project for Validation of Strategies at the National Level', designed to improve teacher training in media education.

DENMARK

Birgitte Tufte (Royal Danish School of Educational Studies, Centre of Mass Communication Research and Media Education, Emdrupvej 54, 2400 Copenhagen NV; Fax: +45 39660063; Tel: +45 39696633) presented a paper,

'14-16 Year-olds' Response to Unconventional Marketing Methods in Television Advertising' at the IAMCR Conference in São Paulo, in 1992, and has conducted extensive evaluation studies of Danish media education projects. She has a special interest in the challenge for media education posed by the increasing number and variety of media channels available in Denmark and other Scandinavian countries.

FRANCE

Langage Total (10, Place de l'Abbaye, 42030 Saint-Etienne Cedex; Tel: +33-7-757-6443), directed by Marist brother **Antoine Vallet**, publishes a newsletter, *Courrier Langage Total* and other publications designed to promote media education in the Catholic schools of France. It also publishes material in Spanish.

INDIA

Keval J. Kumar (Department of Communication and Journalism, University of Poona, Ranade Institute Campus, Fergusson College Road, Pune 411 004; Fax: +91 212 333899; Tel: +91 212 344069) does research on advertising and communication policy as related to media education.

ITALY

Roberto Giannatelli, Dean of the Istituto di Scienze della Comunicazione Sociale (ISCOS, Università Pontificia Salesiana, Piazza Ateneo Salesiano, 1, 00139 Rome; Fax: +39 6 87 290 536; Tel: +39 6 87 131 078) is developing regular courses and summer workshops in an effort to promote media education in Italy.

Laura Operti (Istituto Regionale di Ricerca Sperimentazione Aggiornamento Educativi, Piemonte) has been involved in developing training programmes in media education for primary schools which have reached 21,000 teachers in an area of northern Italy.

JAPAN

Audio-Visual Science Technology Center (Nishi-Waseda 2-3-18, Shinjuku-ku, Tokyo; Fax: +81 3 3203 4186) have, in collaboration with the Forum for Citizens' Television, published a handbook, *Viewing and Interacting with Television* (in Japanese, original title not available), in 1987, embodying television awareness training workshop curricula developed by the two organizations in a two year study.

At the **Forum for Citizens' Television** (Nagae 1601-27, Hayama-Machi, Kanagawa-Ken; Fax and

Tel: +81 468 75 8243), **Midori F. Suzuki** and her team have been studying TV viewers' 'right to communicate', including freedom of speech and expression, freedom from discrimination, the right to know, the right to reply, the right to choose, the right to receive media education, and rights and responsibilities as partners. Under development are media literacy curricula designed to sensitize against institutionalized sexism on television. Five members of the Forum for Citizens' Television translated the Ontario media literacy resource book into Japanese (published by Liberta Publishing House, Tokyo, November 1992).

Tetsuo Omori (Principal, Seijo-Gakuen Primary School, Seijo 7-29-30, Setagaya-ku, Tokyo) has developed an 'Image Study' course for fourth to sixth grade pupils, stressing production practice.

Yasao Takakuwa (Sophia University, 7-1 Kioi-cho, Chiyoda-ku, Tokyo 102; Fax: office:+81 3 3238 3980, home: +81 3 3493 5898; Tel: office:+81 3 3238 3648, home: +81 3 3493 3690) has presented papers at academic meetings in Britain and Australia comprising developmental overviews of media education in Japan. He also has carried out surveys of youths' and children's appreciation of various media.

Takashi Yuguchi (Japan Lutheran Hour, Belvedere Kudan 201, Fujimi 2-15-5, Chiyoda-ku, Tokyo; Fax: +81 3 3261 6033) has been collaborating with the Forum for Citizens' Television (q.v.) in the translation of the Ontario resource book and in the development of media literacy curricula adapted to the Japanese media situation.

KENYA

The **African Council for Communication Education** (**Charles Okigbo**, Executive Coordinator, University of Nairobi, Kenya; Tel: +254 2 227043/216135/215270/ or 334244, ext. 2068/2328) includes media education in its broader mandate to promote all aspects of communication education throughout Africa. Currently it is developing a project to study media literacy in West Africa.

MEXICO

At Iberoamerican University (Prol. Paseo de la Reforma 880, Lomas de Santa Fé, 01210 Mexico City; Fax: +52 5 259 1858; Tel: +52 5 570 7622 or 570 7770), **Guillermo Orozco Gómez** has been studying mediation practices of family and school in the media reception of children. At the same

university, **Marta Renero** has published a book, *Prácticas de Mediación y Comunicación Familiares* (Practices of Mediation and Family Communication). **Mercedes Charles**, of the same University, published, with Guillermo Orozco Gómez, a book, *Educación para la Recepción* (see review article).

NETHERLANDS

Henk Hoekstra, O.Carm., and **Marjeet Verbeek** (Catholic Film Action Netherlands, c/o De Bruinvis, Keizersgracht 105, NL 100 Amsterdam; Fax: +31 20 626 3760; Tel: +31 20 627 2621) have been studying the role of the viewer in receiving mass media messages, in the light of the interactions among those messages. They also have been investigating relationships and interactions between images of humans and society, worldviews, religiosity, and spirituality in mass media messages as they relate to the worldview, religiosity and spirituality of the viewers.

Other individuals and organizations in the Netherlands engaged in studies relevant to media education include the following, but details concerning their interests are not immediately available.

Marcel Vooys (Rijksuniversiteit, Wassenaarseweg 52, NL 2333 AK Leiden; Fax: +31 71 273619; Tel: +31 71 274080);

Vereniging Kontaktgroep Audiovisuele Vorming (O.Z. Voorburgwal 129; NL 1012 EP Amsterdam; Tel: +31 20 258322);

Harry Peters, Director, **Landelijk Ondersteunings Instituut Kunstzinnige Vorming** (LOKV, Ganzenmarkt 6, Postbus 805, NL 3500 AV Utrecht; Tel: +31 30 331323).

NEW ZEALAND

Nigel Evans (Newspapers in Education, P.O. Box 3740, Wellington; Fax: +64 4 474 0278; Tel: +64 4 474 0330) has been observing media education in Britain as a Reuter Fellow at Green College, University of Oxford.

Goeff Lealand (Film and TV Studies, School of Humanities, University of Waikato, Private Bag 3105, Hamilton; Fax: +64 7 856 2158; Tel: +64 7 856 2889, ext. 6022) is researching the use of television and associated media by New Zealand preschoolers (three to five year olds), through an 18-month-long study of 75 children in the Waikato area. He also edits *Trailers: a Bimonthly Newsletter on Media Matters*.

At **New Zealand Broadcasting School** (PO Box 22095, Christchurch; Fax: +64 3 364 9606; Tel: +64 3 364 9072; e-mail: AZ.GSHARLOTTE@ADMIN.HCHP.AC.NZ), which offers a 'degree in broadcast communication by capability learning', **Ruth Zanker, Brian Pauling, Helen Wilson and Donna Beatson** have organized the CANTOM Teachers' Network and Maori Bridging Courses, to foster entry of young Maori into professional broadcasting programmes.

NIGERIA

Ralph Akinfeleye (Dept. of Communication, University of Lagos, Lagos) has been interested in media education.

NORWAY

Asle Gire Dahl (National College for Teachers of Commerce, Stubbveien 3, 3500 Hønefoss; Fax: +47 67 20 980; Tel: +47 67 25 100) has been developing the use of old (1920-1940) films for media education within the commerce streaming of sixth forms; has been investigating the quantity and quality of tasks and assignments in media study classes, especially regarding how they stimulate critical abilities; and has been evaluating Norwegian textbooks for media education in secondary schools, with stress on the relations between text and pictures and the books' ability to stimulate critical thinking.

PERU

María Teresa Quiroz (Universidad de Lima, Facultad de Ciencias de la Comunicación, Ap. 852, Lima 100; Fax: +51 14 378066) has written the book, *Todas Las Voces: Educación y Comunicación en el Perú* (Lima: Ed. Contratexto, Universidad de Lima, 1993) which surveys the differing interpretations of media education during the 1980s, discusses the role of television in the formation of the individual's consciousness, and proposes ways to introduce media education into Peruvian schools. Quiroz, with **Verónica Anaya, Jenny Canales, Eliana González and Rosario Nájjar**, is engaged in a project, 'Educación para la Comunicación: Propuesta de capacitación de maestros en el Perú', to study ways of improving the qualifications of teachers of media education in Peru.

PORTUGAL

Manuel Pinto (Universidade do Minho, Largo do Paço, P 4719 Braga; home: Rua Inacio J. Peixoto, 118, Apt. 3, Braga P 4700; University Fax: +351 53 616936; University Tel: +351 53 612234) has been involved in the development of courses for the

initial formation of teachers in 'education for social communication' at his University and three higher schools of education.

RUSSIA

Alexander Sharikov (kv. 18, 17/25 Shchukina At., Moscow 119034) has studied the history of media education in the Soviet Union, with a view to developing new approaches designed for the future needs of Russia and the Commonwealth of Independent States.

SOUTH AFRICA

Denise R. Newfield (Department of English, University of Witwatersrand, P.O. Box WITS, 2050 Johannesburg; Fax: +27 11 442 4987; Home Tel: +27 11 442 7850; Office Tel: +27 11 716 3674) is studying the nature of the representation of violence in the South African press and its relationship to prevailing attitudes in society, including the construction of those attitudes, as well as the role of the coverage of violence in perpetuating more violence. Reports, features and cartoons are being examined in both their visual and verbal aspects. The feasibility of teaching representation in the English curriculum through this example of violence is being considered.

Jeanne Prinsloo and Costas Criticos (Centre for Cultural and Media Studies, University of Natal, King George Avenue, Durban 4001) edited *Media Matters in South Africa* (Durban, 1991--reviewed in *CRT*, vol. 13, no. 1, p. 34), the proceedings of the University's sixth conference on educational resources, titled, 'Developing Media Education in the 1990s', held in 1990.

SPAIN

Roberto Aparici (Department of Education, Universidad Nacional de Educación a Distancia, Sende del Rey s/n, 28040 Madrid; FaxL +34 1 398 66 99; Tel: +34 1 398 66 78 is coordinator of a project, 'Reading Images and Mass Media Production' as well as teaching media literacy teacher-trainees. The department produces books, audio tapes and video cassettes on media education, as well as a course broadcast over national radio totalling 180 hours, and by and by 1993 it had trained more than 3,000 teachers for media literacy education.

SWEDEN

Suzanne Forslund (UR, S-115 80 Stockholm; Fax: +46 8 851956; Tel: +46 8 784 4118) has written, *Handle with Care 1981-1991: Creativity and Communication in School* (Research and Eval-

uation Report No. 8-92 - Stockholm: Swedish Educational Broadcasting Co. [UR], 1992).

Titti Forsslund (UR, Södra Murgatan 47, S-621 57 Visby; Fax and Tel: +46 498 271885), is involving children in production of her weekly local radio programme on the environment as a means of strengthening their critical awareness. Her overview of research into educational television included a discussion of media education (*Journal of Educational Television*, vol. 17, no. 1 (1991), pp. 15-30).

Ingegerd Rydin (Department of Child Studies, University of Linköping, S-581 83 Linköping; Tel: +46 13 282910) is writing a dissertation, based on in-depth interviews, on how children 'read' and interpret television programmes.

Cecilia von Feilitzen (Department of Journalism, Media and Communication, Stockholm University, S-106 91 Stockholm. Univ. Tel: +46-8-162000; Univ. Fax: +46-8-159522) works on various topics relating to children and mass communication, including children's media use, influences of media on children, how children experience television programmes, etc.

NB: Both Rydin and von Feilitzen are currently with the Audience and Programme Research Department of the Swedish Broadcasting Corporation, but that department will 'definitively' cease operations at the end of June 1993. Until then, its address is: S-105 10 Stockholm; Fax: +46 8 662 5620; Tel: +46 8 784 6228.

UNITED KINGDOM

The Association for Media Education in England (**Georgia Stone**, Acting Chair, AME; Nottingham Trent University, Dept. of Language and Literature, Clifton Lane, Nottingham, NG11 8NS; Tel: +44 602 418 418, ext. 32895, was organised in 1991 to promote media education in England.

The Association for Media Education in Scotland (**AMES**, c/o Scottish Film Council, 74 Victoria Crescent Road, Glasgow, G12 9JN. Tel: +44-41-334-4445; Fax: +44-41-334-8132) publishes *The Media Education Journal* and promotes media education in Scotland.

Cary Bazalgette (Principal Education Officer, Department of Media Education and Research, British Film Institute, 21 Stephen Street, London W1P 1PL; Fax: +44 71 436 7950) supervises BFI's

work with people and institutions in education to develop knowledge and ideas about film and television, and ways of teaching about them. Small, ad hoc research projects exploring new aspects of media education are carried out in the course of developing teaching materials and training programmes. The research programme will be expanded from 1993, and priority will be given research into progression in learning, pedagogy and evaluation. BFI also is developing more comprehensive data on the location and nature of media teaching at all levels in the UK. **Julian Bowker**, of the same department at BFI, has been especially concerned with curriculum development. He is editor of *Secondary Media Education: A Curriculum Statement* (London: BFI, 1991), a comprehensive guide to media education in secondary schools.

Sarah Murray Bradley (89 Keslake Road, London NW6 6DH; Fax: +44 81 960 9089; Tel: +44 81 969 1849) is compiling a book on visual literacy, including an extensive annotated bibliography, funded by The British Council and stressing Third World sources. The provisional title is *Visual Literacy: A Review with an Annotated Bibliography*.

David Buckingham (Department of English and Media, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL; Fax: +44 71 612 6330; Tel: +44 71 580 1122) is currently studying the development of television literacy: talk, text and context. This work is an extended empirical and theoretical engagement with the ways in which children in the upper primary and lower secondary school make sense and use of television, particularly through talk. **Bob Ferguson**, of the same department, is studying the educational significance of two fields of representation: 1) the ideological dimensions of popular television programmes dealing with controversial issues, especially issues of 'race' and racism; and 2) the ideological dimensions of television programmes concerned with the representation of history. This research is based upon theoretical and textual analyses, but is grounded in the practical application of such work in media studies and other relevant classes. **Gunther Kress**, also of the same department, in conjunction with **Theo van Leeuwen**, has most recently been concerned with the development of a more comprehensive social semiotic approach to the reading of images. It is particularly distinctive in that it seeks a mode of description of the ideological dimensions of images which is both accurate and repeatable.

Dr. Jude Collins (University of Ulster at Jordanstown, Department of In Service Education, Shore Road, Newtownabbey, Co. Antrim, Northern Ireland AT37 OQE. Tel: +44 232 365131; Fax: +44 232 362818) is coordinating a four nation study of children and TV advertisements.

Eddie Dick (Scottish Film Council, 74 Victoria Crescent Road, Glasgow G12 9JN, Scotland; Tel: +44-41-334-4445; Fax: +44-41-334-8132) is a key person in media education work in Scotland, which is probably the most advanced area in media education in the British Isles.

Jenny Grahame (The English and Media Centre, South Camden School, Chalton Street, London NW1 1RX; Fax: +44 71 383 3688).

James D. Halloran (Centre for Mass Communication Research, University of Leicester, 104 Regent Road, Leicester LE1 7LT. Univ. Tel:+44-533-522522; Univ. Fax: +44--533-522200) includes media education in his wide-ranging interests and has written about it, most extensively, with **Marcia Jones**, in a study for UNESCO and the International Association for Mass Communication Research, *Learning about the Media: Media Education and Communication Research* ('Communication and Society' no. 16--Paris: UNESCO, 1987). Recently, he has been most interested in values education and the media.

Andrew Hart (School of Education, University of Southampton, Highfield, Southampton SO9 5NH; Fax: +44 703 593556) is studying models of media education in coordination with scholars in various countries. The School of Education is a major centre for teacher training for media education in England.

Len Masterman (School of Education, University of Nottingham, Nottingham NG7 2RD; Fax:+44 602 791506; Tel:+44 602 515151) is engaged in critical studies of promotional and marketing techniques and is working on a new advanced level national examination in media studies (16-19 year-olds) for the Northern Examination and Assessment Board, as well as editing a series of critical monographs on different aspects of media for Routledge publishers.

UNITED STATES

James A. Anderson (Department of Communication, University of Utah, Salt Lake City, UT 84112; Fax: +1 801 585 6255; Tel: +1 801

581 5324; e-mail: JIMANDE@CC. UTAH.EDU) is studying the theoretical foundations of media literacy programmes, the application of social action theory to such programmes and the ethnographic analysis of the practices by which media are accommodated within family settings, with stress on information resources, choice recognition and decision making processes. 'This work is directed by a strong ethical position...that we either participate in the meanings which produce the deepening violence, the racial injustice, the sexual harassment, the conditions of homelessness, the inequalities of our societies or we actively resist and oppose them.'

David Considine (Curriculum and Instruction, Appalachian State University, Boone, NC 28608; Tel: +1 704 262 2224) developed one of the first media theory and production courses in a high school in his native Australia in the early 1970s, before moving to the United States. He is co-author, with **Gail E. Haley** (same department), of *Visual Messages: Integrating Imagery into Instruction* (Englewood, Colorado: Libraries Unlimited, 1992), perhaps 'the first comprehensive media education text' produced in the United States. The main body of Considine's work 'relates research from the field of management and innovation diffusion to media literacy.' He concentrates on identifying the common variables for media literacy success in other countries, then seeing how they apply in the U.S. He has developed strategies for developing media literacy as a key part of the curriculum in curricula changes accompanying the school reform/restructuring movement.

William Costanzo (Department of English, Westchester Community College, Valhalla, NY 10595; Fax: +1 914 285 6668; Tel: +1 914 285 6933) focuses his work 'on the relationships between visual and verbal forms of communication, especially as they are taught in American schools.' He has tried to widen the definition of literacy to include film, photography and television. One current research project is 'a cross-cultural study of how the masses are represented in various cinemas, notably in Russia, Germany, France, Britain, and the United States.'

Jean-Pierre Golay (Honorary Fellow, Department of Journalism, University of Wisconsin-Madison, Madison, WI 53706. Univ.Tel: +1-608-785-8000; TLX: +1-(606-263-5595) is founder and former director of the Centre d'Initiation aux Communications, Lausanne, Switzerland. **Robert**

Hawkins, of the same department has conducted research and written extensively on topics closely related to media education; and **Suzanne Pingree** (Department of Agriculture Journalism, University of Wisconsin at Madison) has done extensive research and writing on topics closely related to media education.

Renee Hobbs (Babson College, One College Drive, Wellesley, MA 02157; Fax: +1 617 239 6465; Tel: +1 617 239 4975; e-mail: HOBBS@BABSON.bitnet) currently is involved in five projects: 1) A study of the comprehension of film and television editing conventions by first-time viewers among the Pokot people of northwest Kenya using an hypothesis, developed with **Richard Frost**, that some media-specific codes are analogues of perceptual experience which are easily accessible to people without prior experience with the medium. 2) To evaluate secondary education curricula which use video production, she has undertaken a project to examine the hypothesis that skills activated by video production activities do not transfer to other communication activities unless the instruction is explicitly designed to maximize such transfer. 3) In coordination with **Andrew Hart** (q.v., under United Kingdom) she is studying American teachers' conceptualizations of media literacy. 4) An evaluation of two types of curricular materials developed, respectively, by Strategies for Media Literacy (San Francisco) and the Center for Media and Values (Los Angeles). 5) A proposal to examine teachers' and students' attitudes about alternative media used in the school, to explore patterns of attitudes about video art in the two groups.

Robert W. Kubey (Department of Communication, Rutgers University, P.O. Box 5067, New Brunswick, NJ 08903-5067; Fax: +1 908 932 6916; Tel: +1 908 932 7915; e-mail: kubey@zodiac.rutgers.edu) is 'currently studying why media education has been slow to develop in the United States relative to other major English speaking countries (England, Scotland, Australia, and Canada)', in terms of both current and historical

forms of resistance to it.

Marieli Rowe (Executive Director, **National Telemedia Council** (NTC), 120 E. Wilson Street, Madison, WI 53703; Fax: +1 608 257 7714; Tel: +1 608 257 7712) has directed the NTC in the past fourteen of its total of forty years devoted to media literacy education. Its work is now centred on the development of its Media Literacy Clearinghouse and Center, a database centre which will contain comprehensive listings of literature, curricula, materials, organizations and key individuals in the field of media literacy. NTC also offers workshops, collaborates with others and publishes a quarterly newsletter, *Telemedium*.

Elizabeth Thoman, CHM, is executive editor of the quarterly, *Media&Values*, 'flagship' publication of the **Center for Media and Values** (1962 South Shenandoah Street, Los Angeles, CA 90034; Tel: +1 213 559 2944) which provides workshop materials for schools, churches and other groups, and conducts training activities for media education.

Kathleen Tyner (**Strategies for Media Literacy, Inc.** No. 410-1095 Market Street, San Francisco, CA 94612) publishes a newsletter which, with her organization's other activities, is influential in promoting media education in the United States.

VENEZUELA

Elizabeth Safar (as director) and **Gustavo Hernández Dias** (as coordinator) at **Instituto de Investigaciones de la Comunicación**, (Universidad Central de Venezuela, Ciudad Universitaria Los Chaguaramos, Apdo Postal 104, Caracas 1051; Fax: +58 2 662 27 61; Tel: +58 2 662 27 51) are engaged in a project titled, 'Education for TV: Communication and Active TV Perception', to study how to train students in active reading of TV contents. It will include the design of a media education strategy for application at the national level.

ADDITIONAL BIBLIOGRAPHY

Editor's Note: This issue of *Trends* reaches you in two sections. The second section consists of a large annotated bibliography of English-language materials on media literacy education developed by John Pungente, S.J. On the other hand, this bibliography in the first section is devoted to selected materials in languages other than English on the same topic. On the assumption that these

will be of value chiefly to those who understand the respective languages, no attempt has been made to translate the titles.

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