

Analytical study on media literacy on children.

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Abstract: - In recent years, the media literacy education movement has developed to help individuals of all ages acquire the competencies necessary to fully participate in the modern world of media convergence. Yet media literacy education is not practiced uniformly at all educational levels. This study used a survey to compare the extent to which students are exposed to several basic elements of media literacy education at the high school and university levels. Results suggest that students are exposed to more course content related to media use and creation in high school, but more course content related to media analysis in college

Introduction: - Catch them young, as the saying goes, is the simple, but crucial idea behind

the growing attention for media literacy education worldwide. Although media literacy education has a

long history, the rise and rapid development of digital technologies has led to an increasing recognition of

the importance of media literacy education in both national and international policies.

Media literacy has many applications within many contexts (Hobbs, 1994). But at its core, one widely accepted definition suggests that media literacy involves possessing the ability to access, analyze, evaluate, and communicate messages in a wide variety of forms Building on this general definition, the National Association for Media Literacy Education developed a list of key ideas associated with accessing, analyzing, evaluating, and communicating media:

1. All media messages are “constructed.”
2. Each medium has different characteristics, strengths, and a unique “language” of construction.
3. Media messages are produced for particular purposes.
4. All media messages contain embedded values and points of view.
5. People use their individual skills, beliefs and experiences to construct their own meanings from media messages.
6. Media and media messages can influence beliefs, attitudes, values, behaviors, and the democratic process.

Taking all things together, the present investigation means to degree information about the level of news media literacy among teenagers and to get more broad bits of

knowledge in how (news) media literacy projects can be made strides. The fundamental inquiry of the investigation is to what degree media literacy programs are successful in advancing news literacy among teenagers, and regardless of whether instructive level assumes a part in such manner. This will be researched by leading an overview among understudies at auxiliary schools that do or don't take an interest in a particular media literacy program.

Literature review:-

Mihailidis (2006) conducted an analysis of 48 journalism and mass communication programs in the U.S., and found that just 18 institutions included in the sample offered courses with the phrase “media literacy” in their title. The following year, **Stuhlman & Silverblatt (2007)** completed a survey of 1400 colleges and universities in the U.S. A total of 242 institutions participated in the survey, and just 158 reported offering media literacy courses (see Silverblatt, Baker, Tyner, & Stuhlman, 2002). Thus, while media literacy education may have a foothold within higher education in the US, its growth remains slow. Further, additional research in the area is needed. As Mihailidis (2008) recognized in an analysis of existent research related to media literacy in higher education, “More empirical evaluation of media literacy outcomes in the university is needed. Postsecondary media literacy has suffered from a substantial lack of empirical data . . .”

Media literacy can be envisioned on a continuum, as **Potter (2008)** suggests, that runs from a protectionist view to a constructivist view. The protectionist stance, rooted in the media effect paradigm, defines media literacy as an answer to the negative influence that media may have. The constructivist view, positioned within the cultural critical studies paradigm and constructivist theories in education, mainly emphasizes the opportunities that media pose (Hobbs 2005; Martens 2010). For instance, Mihailidis and Thevenin (2013) define media literacy as a core competence for engaged citizenship in participatory democracy, by making people able to act as critical thinkers, effective creators and communicators, and agents of social change

Research Methodology:-

Method

To investigate the extent to which media literacy education at Indian secondary schools is effective in promoting news literacy skills among teenagers, a survey was conducted among secondary school students in The India. Recruitment of respondents involved a two-step procedure. First, schools that do or do not offer a specific media literacy program were approached with the request to participate in the survey. After a school agreed, classes were visited to advertise the opportunity for students to participate. It was not obligatory to participate, thus only students that volunteered

to take part in the study filled in a paper-and-pencil questionnaire.

Sample

A total number of 16 schools across the India agreed to contribute to the study. Within these schools, students from several classes participated. Only students that completed the questionnaire were included in the sample, resulting in a study sample that consists of 1373 students: 725 male teenagers (52.8%) and 648 female teenagers (47.2%). They had an average age of 12.79 years ($SD = .75$), with a range of 11 to 16 years. These students either attend the lowest level of secondary education (i.e. pre-vocational education; $n = 330$), a medium level of secondary education (i.e. preparing for higher professional education = 539), or the highest level of secondary education (i.e. pre-university education's = 504). Within this sample, a number of students participate in a special media literacy program ($n = 635$), whereas the other students ($n = 739$) follow a regular curriculum program. Although the exact content of the media literacy program differed between schools, they have in common that they offer special program focusing on media and media literacy. The division of the media literacy program students over the different educational levels was respectively 108 students at the lower educational level, 286 students at the medium level, and 241 students at the highest level.

Result

Univariate analyses of variance (ANOVAs) were used to test the effectiveness of media literacy education among different subsamples of the respondents in the study. First, we investigated how attention for media literacy in the curriculum, level of education, and the combination of these two variables affect the respondent's level of news media literacy. The first hypothesis (H1) predicted that students following a media literacy program at their school are more news media literate than students that follow a regular curriculum program. This hypothesis was supported ($F(1,1253) = 4.41$; $p = .036$). The students in the media literacy program were slightly more media literate ($M = 13.86$; $SE = .11$) than those who follow a regular curriculum ($M = 13.54$; $SE = .10$). Second, students at higher levels of education were expected to be more news media literate than students at lower levels of education (H2). This expectation was also supported ($F(2,1252) = 16.44$; $p < .001$): students attending the lowest level of education were less news media literate ($M = 12.92$; $SE = .15$) than students at the medium ($M = 13.95$; $SE = .12$) and highest level of education ($M = 13.90$; $SE = .13$). As the means already indicate, the difference between the latter two educational groups was not large enough to reach significance

($p = .965$). In addition to these factors, we investigated whether the impact of the media literacy program differs between the three educational levels. This interaction was also significant ($F(2,1249) = 8.28$; $p < .001$). The beneficial effect of media literacy education only appeared at the medium level of education ($p < .001$). In contrast, at the lowest level of education, students that do not follow a media literacy program have a higher level of news media literacy compared to students who are in a media literacy program ($p < .040$). At the highest level of education, students did not differ in their level of news media literacy. We also questioned whether gender might influence levels of news media literacy. We investigated differences in news media literacy between male and female students, but no variance was found ($p = .884$). Moreover, we tested effects of age (H3). Results showed that age matters to some extent ($F(2,1252) = 2.53$; $p = .080$). Students aged 11 or 12 were almost as news media literate ($M = 13.64$; $SE = .12$) as students aged 13 or 14 ($M = 13.69$; $SE = .10$). However, students with an age of 15 or 16 years old had a higher news media literacy score ($M = 15.42$; $SE = .78$). Age differences did not vary between students that do or do not follow a news media literacy program ($p = .539$). In all, there are

indications that teenagers become more news media literate when they grow older, which supports our third hypothesis.

Conclusion:-

There are real benefits associated with helping today's college students develop new media literacy competencies. However, the current trend to avoid comprehensive media literacy programs at the college level has serious implications for society. In a world characterized by digital media and visual culture, media literacy has developed an importance akin to that of traditional alphabetic literacy. Because of this, it is important that all members of society develop competencies related to media use, creation, and analysis in order to both participate in a democratic culture and compete in the modern workforce.

A few recommendations can be derived from this study, which are not only relevant for the Indian situation but may also enhance news media literacy education in other countries. Media literacy education is meant to make a whole generation of young people more media literate. It is thus beyond discussion that media literacy is equally important for higher and lower educated youngsters

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