

Awareness about Media Literacy and Media Literacy Education among the Pre-Service Teachers of Mumbai.

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ABSTRACT

The word "literacy" usually describes the ability to read and write. Reading literacy and media literacy have a lot in common. Reading starts with recognizing letters. Pretty soon, readers can identify words -- and, most importantly, understand what those words mean. Readers then become writers. With more experience, readers and writers develop strong literacy skills. Media literacy is the ability to identify different types of media and understand the messages they're sending. The digital age has made it easy for anyone to create media. We don't always know who created something, why they made it, and whether it's credible. This makes media literacy tricky to learn and teach. Nonetheless, media literacy is an essential skill in the digital age. Specifically, it helps kids: Learn to think critically. As kids evaluate media, they decide whether the messages make sense, why certain information was included, what wasn't included, and what the key ideas are. Become a smart consumer of products and information. Media literacy helps kids learn how to determine whether something is credible. It also helps them determine the "persuasive intent" of advertising and resist the techniques marketers use to sell products. Identify the role of media in our culture. From celebrity gossip to magazine covers to memes, media is telling us something, shaping our understanding of the world, and even compelling us to act or think in certain ways. Understand the author's goal. What does the author want one to take away from a piece of media? Is it purely informative, is it trying to change one's mind, or is it introducing one to new ideas one has never heard of? When kids understand what type of influence something has, they can make informed choices.

KEYWORDS: Investment, Building, Energy Consumption

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I. INTRODUCTION:

The word "literacy" usually describes the ability to read and write. Reading literacy and media literacy have a lot in common. Reading starts with recognizing letters. Pretty soon, readers can identify words -- and, most importantly, understand what those words mean. Readers then become writers. With more experience, readers and writers develop strong literacy skills.

Media literacy is the ability to identify different types of media and understand the messages they're sending. The digital age has made it easy for anyone to create media. We don't always know who created something, why they made it, and whether it's credible. This makes media literacy tricky to learn and teach. Nonetheless, media literacy is an essential skill in the digital age. Specifically, it helps kids:

Learn to think critically. As kids evaluate media, they decide whether the messages make sense, why certain information was included, what wasn't included, and what the key ideas are.

Become a smart consumer of products and information. Media literacy helps kids learn how to determine whether something is credible. It also helps them determine the "persuasive intent" of advertising and resist the techniques marketers use to sell products.

Identify the role of media in our culture. From celebrity gossip to magazine covers to memes, media is telling us something, shaping our understanding of the world, and even compelling us to act or think in certain ways.

Understand the author's goal. What does the author want one to take away from a piece of media? Is it purely informative, is it trying to change one's mind, or is it introducing one to new ideas one has never heard of? When kids understand what type of influence something has, they can make informed choices.

RATIONALE:

According to medialiteracyproject.org, it is "the ability to access, analyse, evaluate, and create *media*" and the media literate are "better able to understand (and interpret) the complex messages" they receive from print, electronic and digital media. The objectives of Media Literacy Education are: to expose the students to

different types of media content, to enable them to read and view the media content critically, to help them develop their critical thinking, critical viewing and critical reading skills and thus to promote media literacy.

Media education comes within reach of Information Literacy as we are facing a “*convergence culture*”, which according to Henry Jenkins, is “where old and new media collide, where grassroots and corporate media intersect, where the power of the media producer and the power of the media consumers interact in unpredictable ways. Blogging, YouTube, Wikipedia, and other social networking sites are all examples of how this convergence culture is playing out in the networked world.

Online games

Social networks have changed the concept of true friends. Some have more online friends than real ones. Many teenagers have become victims of online pressure groups. Many reports have appeared in the media of how vulnerable young minds who played the online game ‘Blue whale’ ended their lives. As an increasing number of young children are spending a lot of time on social media, it affects their behaviour and has an adverse impact on them. Media literacy should be taught in schools starting at high-school level. It shall definitely help children have “the critical thinking skills to engage with media” constructively.

Step forward:

Students are as avid media consumers as any other group. But, they are not wise consumers. There is an urgent need to improve their media literacy and enable them to become informed citizens who look at things critically, take delight in questioning everything and enjoy seeking answers to questions. Teachers should be first trained to incorporate media literacy into the subjects they teach and lead them to a complex world, which throws many challenges. As stated by Tennyson in the last line of his poem *Ulysses*, media educators should lead their students with the mission, “to strive, to seek, to find, and not to yield”.

Media education is a quest for meaning. Much of the value of a quest lies in the search itself as well as in the achievement of the goal. — Chris Wornsnop

In this background, perceiving the importance of Media Literacy and Media Literacy Education for the Pre-service teachers as they are the one’s who have to play a significant and crucial role in moulding the young minds in the classrooms in future so that **they lead their students with the mission, “to strive, to seek, to find and to yield”**, the present study titled: “**Awareness About Media Literacy and Media Literacy Education among the Pre-Service Teachers of Mumbai**” was initiated.

Objectives of the Study:

- To study the awareness about Media Literacy and Media Literacy Education among the Pre-Service Teachers of Mumbai.
- To study the opinion of the Pre-Service Teachers about the Need and Importance of Media Literacy Education in Schools.

Limitations of the Study:

- The study was conducted only in one Teacher Training Institute of Mumbai.
- The study was limited to only 50 Pre-Service Teachers of Mumbai.

Method of the Study:

In keeping with the aims, the researcher adopted the **Descriptive Survey Method**.

Tools Used:

A five-point scale developed by the investigator was used for the present study. The scale had two parts:

(a) To study the awareness about Media Literacy and Media Literacy Education among the pre-service teachers.

The items included were related to the following aspects:

1. Meaning of Media Literacy
2. Meaning of Media Literacy education
3. Objectives of Media Literacy Education
4. Pedagogic Model of Media Literacy Education
5. Role of Media Literacy Education
6. Uses of Media Literacy Education
7. Role of Media Organisations in Media Literacy education.
8. Integration of Media Literacy Education through different subjects
9. Effective Media Literacy policies

(b) An Opinionaire was used to study the need and Importance of Media Literacy Education in schools.

Sample:

The sample for the present study consisted of 50 pre-service teachers.

Sampling Technique:

The sample for the present study was selected with the help of Purposive Sampling technique.

Statistics Used:

The data was analyzed with taking the Percentage of the responses for variables studied.

II. RESULTS AND DISCUSSION: DESCRIPTIVE ANALYSIS:

Table No-1

Awareness about Media Literacy and Media Literacy Education among the Pre-Service Teachers of Mumbai.

Sr. No	VARIABLE	N	Percentage of Sample- (Strongly Agreed)
1.	Awareness about the meaning of Media Literacy	50	80%
2.	Awareness about the meaning of Media Literacy Education	50	80%

Interpretation:

The above table shows that 80% of the sample had marked in the column of strongly agreed for the positive statements conveying the meaning of Media Literacy and Media Literacy Education. This indicates that the Pre-Service Teachers are highly aware of the meaning of Media Literacy and Media Literacy Education. Only 20% of the Pre-Service Teachers were not aware and clear with the meaning of Media Literacy and Media Literacy Education.

Table No-2: Sub Variable wise analysis: (Awareness about)

VARIABLE	N	PERCENTAGE
1. Objectives of Media Literacy Education	50	75%
2. Pedagogic Model of Media Literacy Education	50	60%
3. Role of Media Literacy Education	50	55%
4. Uses of Media Literacy Education	50	42%
5. Role of Media Organisations in Media Literacy Education.	50	45%
6. Integration of Media Literacy Education through Different Subjects	50	60%
7. Effective Media Literacy Policies	50	50%

Interpretation: The above table reveals that awareness related to the various sub-variables of Media Literacy and Media Literacy Education varied immensely among the Pre-Service Teachers. Pre-Service Teachers revealed decent awareness about the Objectives of Media Literacy Education followed by Pedagogic Model of Media Literacy Education and Integration of Media Literacy Education through different subjects. Pre-Service Teachers did not revealed better awareness related to Role of Media Literacy Education, Uses of Media Literacy Education, Role of Media Organisations in Media Literacy education and Effective Media Literacy policies.

Table No-3.

Opinion of Pre-Service Teachers related to the need and Importance of Media Literacy Education in schools.

VARIABLE	N	PERCENTAGE
Need and Importance of Media Literacy Education in schools.	50	90% - Positive Statements written

Interpretation: The above table shows that 90% of the sample expressed strongly that there is a dire need for having Media Literacy Education in schools in the context of present day usage and Negative impact of media on young minds.

Findings:

The study revealed that the Pre-service teachers do have an apparent and lucid awareness about what is the basic meaning of the terms like Media Literacy and Media Literacy Education.

Further it was revealed that Pre-service teachers do again have cogent understanding of the objectives of Media Literacy Education, Pedagogic Model of Media Literacy Education and Integration of Media Literacy Education

through different subjects. This can be attributed to the fact that these young Pre-Service Teachers belong to the present era of media explosion where they themselves are part of using different media for their personal purposes as well as learning to teach in the classrooms.

This also can be accredited to the fact that Pre-service teachers have learnt about Media Education through the Information and Communication Technology paper which is a compulsory constituent of the B.Ed curriculum offered by the University of Mumbai. It can further be attributed to the truth that during their Internship Programme, they are being trained in using diverse forms of media into their teaching, which they productively do.

The study further revealed that the future teachers did not possess decent awareness related to Role of Media Literacy Education, Uses of Media Literacy Education, Role of Media Organisations in Media Literacy Education and Effective Media Literacy Policies. This can be accredited to the truth that Pre-service teachers have not have enough experience of teaching and have not been exposed to the real classroom situations wherein they could perceive and assess the role of Media Literacy Education and uses of Media Literacy Education. This may be the reason that majority of the sample were not sure whether media literacy education can play a positive role in developing critical thinking abilities among the students related to the usage of media and whether the uses of media literacy education shall help in reducing the harmful effects of media in children.

The study further revealed that Pre-Service teachers were not very clear as what Role Media Organisations and Effective Media Literacy Policies can play in making Media Literacy Education a success. This can be endorsed to the fact that future teachers have yet to develop a comprehensible understanding of the relationship between Media Organisations, Effective Media Literacy Policies with productive Media Literacy Education.

The study also brought one more interesting fact to the fore i.e., 90% of pre-service teachers believed that Media Literacy Education should be introduced in Indian schools, as it is the need of the hour. Pre-service teachers felt that Media Literacy Education need to be included as an integral component in the school curriculum since children are very impressionable, at all levels in order to:

- help children to distinguish between the genuine and negative information and to use genuine information productively,
- help children to use media responsibly and effectively,
- reduce ill effects of media on young children and adolescents,
- help children to distinguish between the negative and positive content and think, learn and form their own constructive opinions and not to fall prey to negative media content and form wrong opinions,
- help children to decide which sites to surf,
- bring positive changes in the society,
- make children more aware, competent and knowledgeable about the negative impact of media in the present day context of innumerable examples of violent cases happening in school campuses around the globe.

III. CONCLUSION:

The Study revealed that although majority of the Pre-Service Teachers revealed high awareness about the meaning of Media Literacy and Media Literacy Education but they still remain ignorant of some of the most important aspects of Role and Uses of Media Literacy Education in schools and government policies which can make Media Literacy Education effective and productive in schools. Therefore, it is imperative for Teacher Training Institutes to emphasize the Role and Uses of Media Literacy Education in schools and government policies, which can make Media Literacy Education successful in schools through curricular transactions along with co-curricular activities as Pre-Service Teachers have the responsibility of moulding the young minds prolifically in future.

IV. RECOMMENDATIONS:

In the background of the evidence collected through this study, it is recommended that:

1. Media Education need to be included in the school curricula as a separate subject and should be taught through integrated pedagogical approaches. It is necessary to introduce media education in the curricula for all different levels of schools, including primary and kindergarten. Therefore, it is recommended that Media Education be included as an obligatory part of the curricula in primary and secondary (lower and upper) schools' curricula.
2. Educators and Teachers need to be trained: Educational policy recommendations should encompass teachers training including both in-service and pre-service teachers. It is essential in fact that teachers Media Educations capacities and skills are first developed and the great majority of teachers become sufficiently qualified to teach Media Education.
3. Media Literacy Education should become an integral part of the Teacher-Training Programmes.

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