

THE NEED OF MEDIAEDUCATION IN THE 21ST CENTURY

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The convergence of media and technology in a global culture is changing the way we learn about the world and challenging the very foundations of education. No longer is it enough to be able to read the printed word; children, youth, and adults need the ability to critically interpret the powerful images of a multimedia culture. Media education provides a framework and pedagogy for the new literacy needed for living, working, and citizenship in the 21st century. Moreover, it paves the way to mastering the skills required for lifelong learning in a constantly changing world.

Comparing education in the past and present time we can show how the new training methods are made to protect students for life in the media culture in the twenty-first century.

Learning in the 19th and 20th Centuries:

- Limited access to knowledge and information (i.e. content) at first through the printing;
- Emphasis on learning content that may be used and may also not be used in people's lives;
- The goal is the skills in content knowledge (literature, history, science etc.);
- Analysis of printed knowledge;
- Using paper and pen or information processing used to express content;
- Limited classroom level learning and publishing;
- Learning from textbook sources, especially printed;
- Conceptual individual-based learning;
- People in certain age have access to knowledge content;
- Skills are obtained through paper and testing;
- Teachers select materials and give lectures;
- Teachers assess students work and score;
- Education is through public textbooks that do not match the subjects of teaching.

Learning in the 21st Century

- Unlimited access to knowledge and information (i.e. content) through Internet;
- Emphasis on process skills for learning through people's lifetime;
- The goal is learning skills (access, analysis, evaluation, and creativity) to solve problems;
- Teachers use the method of discovery and the need to learn;
- Multi-media information analysis;
- Using multimedia technological tools for expressing the content;
- Global learning and publishing;
- Learning from different sources in the present world, especially from the visual and electronic sources;
- Project team-based learning;
- All people of all ages have access to knowledge content;
- Skills are obtained through various media;
- Teachers select frameworks and offer tips;
- Students pass a measure to evaluate their own work;
- Education is through public training standards consistent with the tests.

In response to the new demands of the information age, teachers should integrate technology across the curriculum. While these new technologies promote participation, plurality, and diversity of opinions, they also contribute to a stream of new challenges, such as unfiltered information, misinformation, copyright issues, and users engaging in unhealthy habits.

References

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