The Competence of Framing Media Literacy and Media Literacy as Framing Competence

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Overview

- EU-wide Survey - An Invitation
- Media Literacy and the Competence of Framing Media Literacy
- Remarks on Frames and Literacy
- Unfolding Media Literacy as Framing Competence
- Conclusion - Media Education and Media Literacy

An EU-wide survey (2006)

„Making sense of today's media content:
Commission begins public media literacy consultation"
http://ec.europa.eu/comm/avpolicy/media_literacy/consultation/index_en.htm

Question No. 1:

"Media literacy has been defined as the ability to access, analyse and evaluate the power of images, sounds and messages which we are now being confronted with on a daily basis and are an important part of our contemporary culture, as well as to communicate competently in media available on a personal basis."

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European Centre for Media Literacy (ECML)

Media literacy consists of three dimensions

- Technical competencies

- Critical reception practices

- Content production

Source: Guideline for Media Literacy in Education (2006),
available at http://ecml.pc.unicatt.it/english/index.html

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What is Media Literacy?

Short version of the Alliance for a Media Literate America (AMLA):

„Media literacy empowers people to be both critical thinkers and creative producers of an increasingly wide range of messages using image, language, and sound. It is the skillful application of literacy skills to media and technology messages. As communication technologies transform society, they impact our understanding of ourselves, our communities, and our diverse cultures, making media literacy an essential life skill for the 21st century."

Source: http://www.amlainfo.org/home/media-literacy

Competence of Framing Media Literacy

- Conceptual Competence
- Contextual Competence
- Performance and Situational Competence
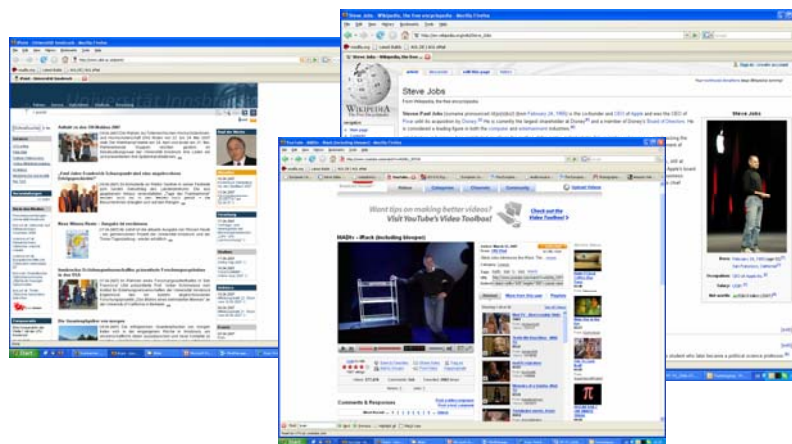- Application and Actualization

Examples

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How now? What does it mean to you?

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And now? Does it make a difference?

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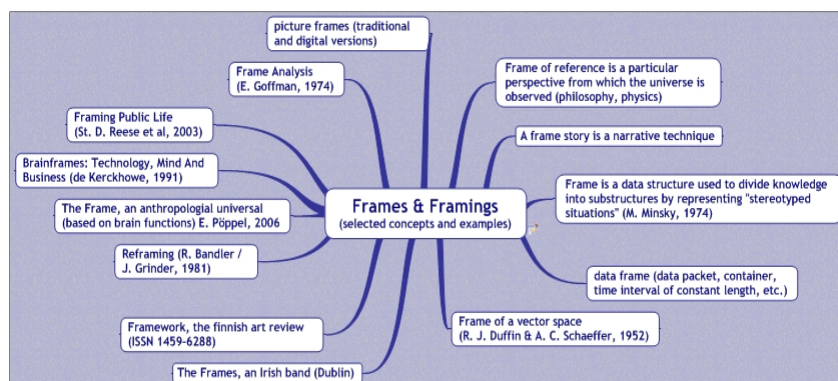
Framing in the Context of Conference Didactics

Layers of framing experiments (examples) on the level of

- a single contribution (letter of acknowledgment)
- a panel session
- the conference

… hm – a comedian ?

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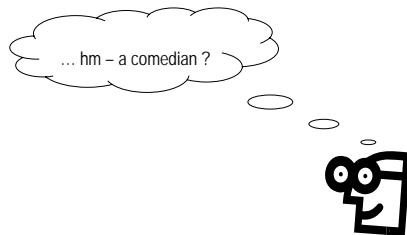
„Framestorming" – Exploring Concepts and Versions of Frames & Framing

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Unfolding Media Literacy as Framing Competence (I)

- Framing – De-/Unframing – Reframing

- Meta-competence – Dealing with Layers of Frames and Framings of Framings

- Conceptual and performative dimensions, cross-over competencies

- Media Literacy as Framing Competence by means of
    - semiotic and cultural dimensions
    - technical-apparative dimensions
    - media products
    - media organisations and institutions

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Media Literacy as Framing Competence (II):

- Conceptual Examples
    - "Framing Public Life: A Bridging Model for Media Research" (St. Reese, 2003)
    - Erving Goffman's frame analysis (cf. M. Pietrass, 2003)

- Important elements
    - focusing on the **relation** of dimensions such as media management, social ecologies, forms of knowledge, responsibilities, etc.
    - preference for context-sensitive and non-reductionist approaches
    - bridging immersive and reflexive dimensions
    - re-construction, de-construction and construction of framing processes
    - transversal competencies (lifeworlds, modes of reference & representation, etc.)

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Media Education and Media Literacy

	Education as the competence of plurality	Education as reflective ability to learn	Education as "antagonistic Education"
Explanation	transversal competence, qualification to sensibly deal with and intervene in plural situations	qualification to reflect processes of learning from several perspectives	overcoming discursive constraints, abdication of harmonising ideals
Thematic relevance	dealing with lifeworlds as media worlds, formats, codes, metaphorical competence	(re) organisation of learning processes, media, affect and attention management	reference modalities, modularisation and modalisation of the experience of reality
therefore	**Education as media education** – education with the media instead of against them **Education as the ability and qualification to manage differences**		

Thanks for your attention!