



UNIVERSITY OF LAPLAND
LAPIN YLIOPISTO

Media literacy of pupils in social media

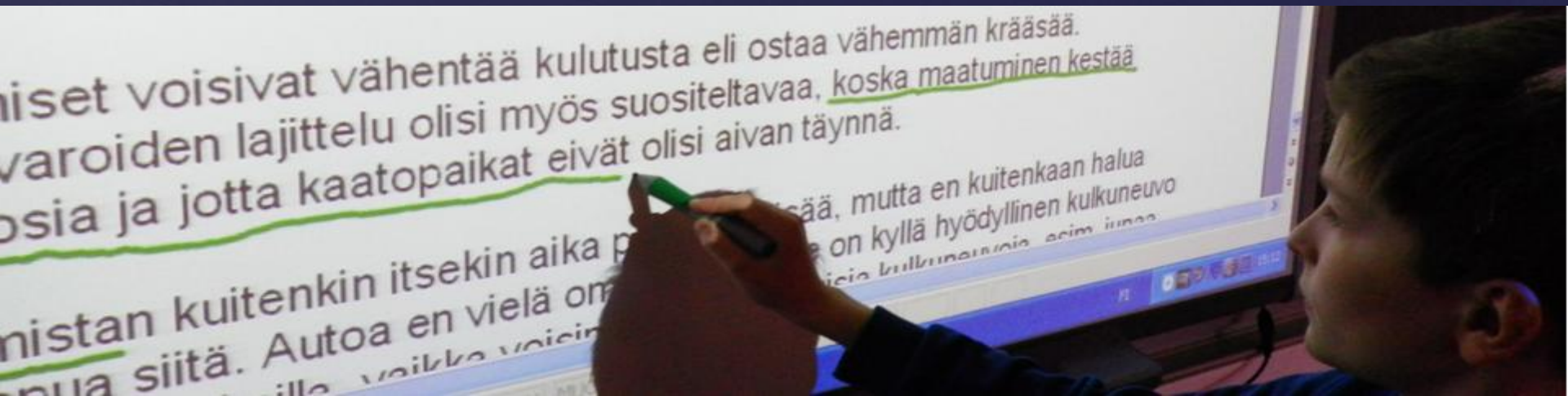
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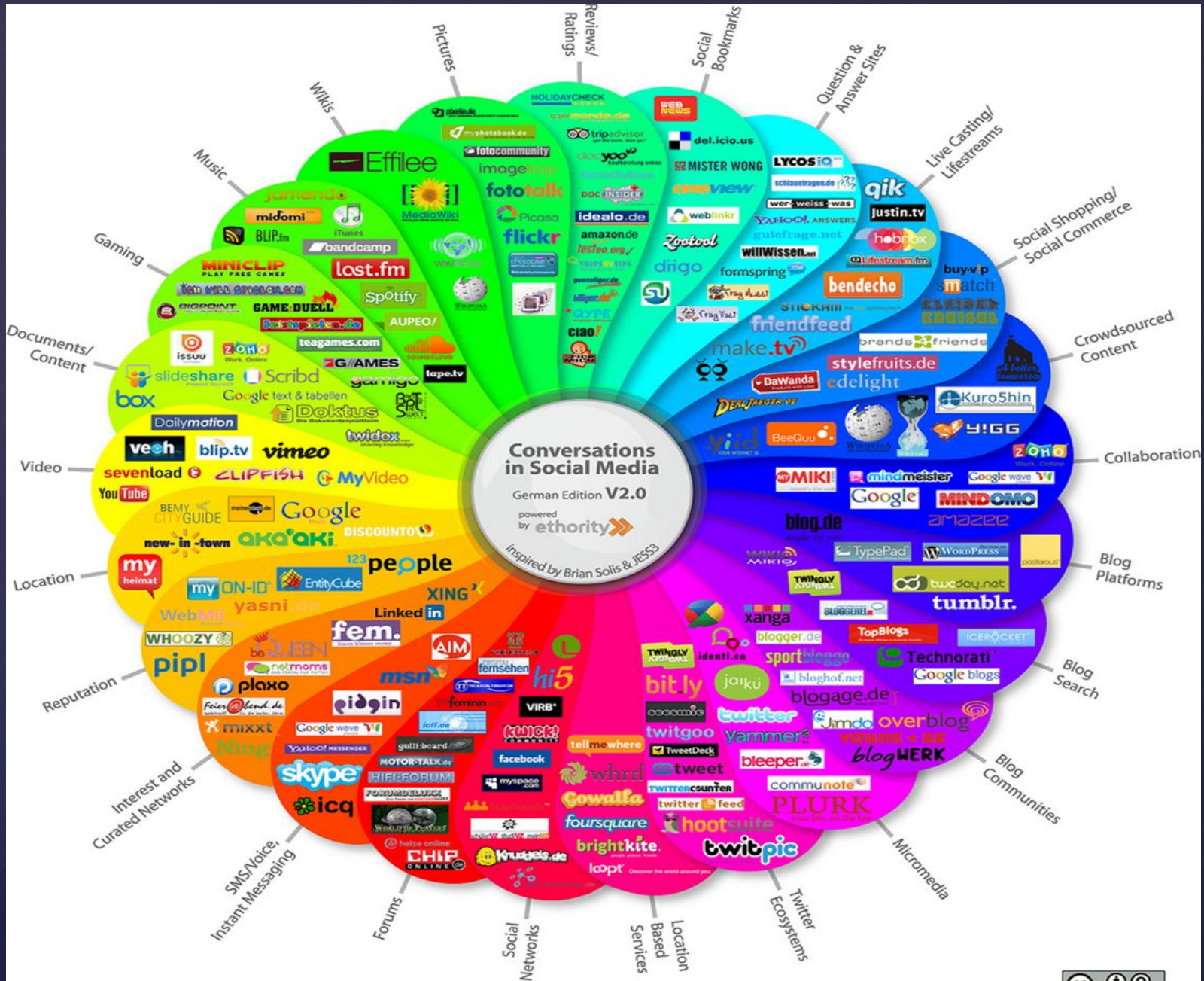
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Background

- Media Education is not a subject of secondary school in Finland
- Media Education does not have a big role of curriculum in Finnish universities (Ruokamo 2005)
- Media education should be compulsory in teacher education (Lehtonen & Kotilainen 2005)
- *“Teacher education – desert of media education?”* (Korhonen & Rantala 2007, 455-)
- *“Have the teacher sufficient media competence?”* (Nissilä 2011)

- National research on young people's social media use (e.g., Aarnio & Multisilta 2011)
 - expand on this research by including parents and teachers media literacy

- What should we do?

From the ethical, social, pedagogical and educational viewpoint, social media use demands more collaboration between teachers, pupils and parents (Niemi & Sarras 2012)

Media education in secondary school in Finland

- Part of National core curriculum for basic education since 2004
- Evaluation and teaching in practise is not planned systematically
- The teacher education and the role of social media education in the schools are unequal:
 - Teaching social media competence depends of teachers media skills and interest to the media
- ICT-tools vary in the schools



Theories background my
research

diginatives

G A P
G A P

digital immigrants

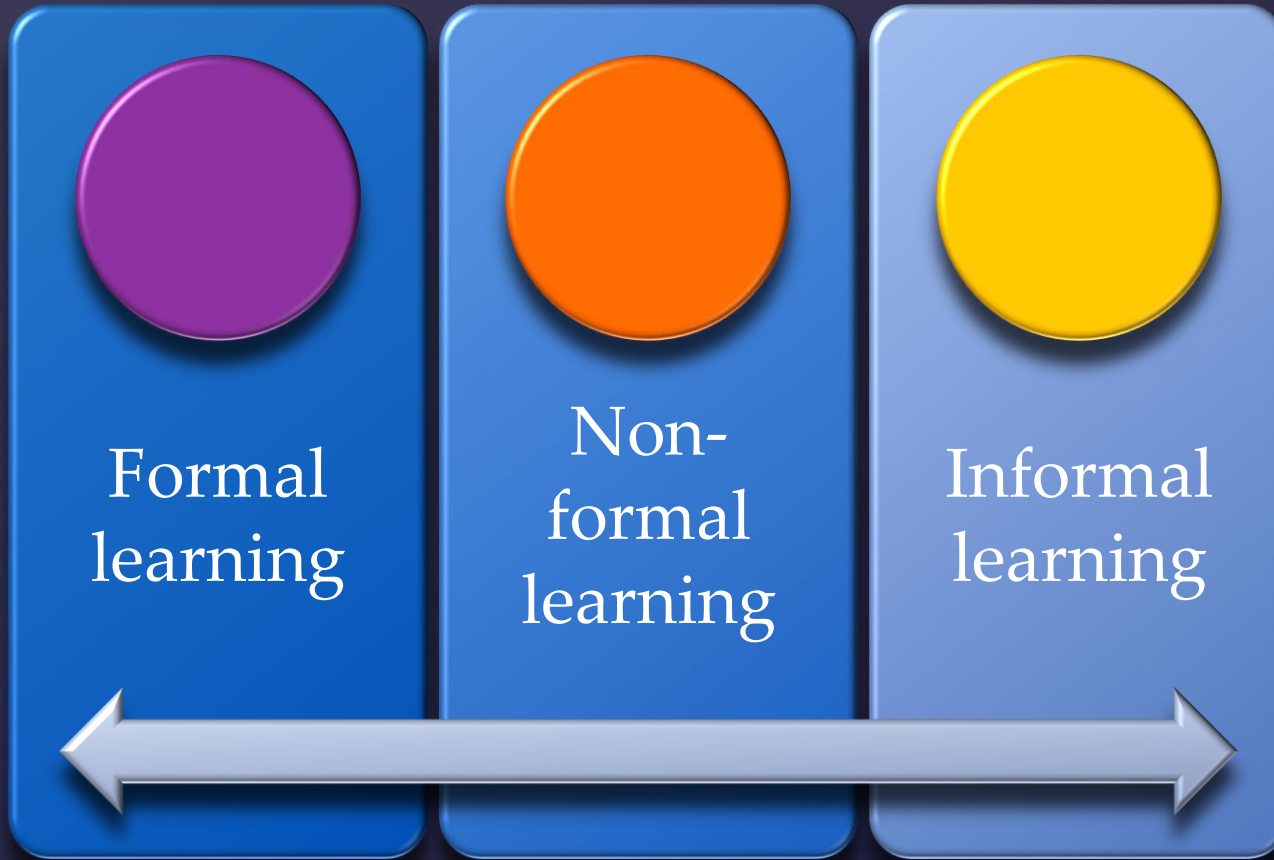
Myth or reality??

- A review of recent studies in social media reveals many reasons for the digital gap between adults and digital natives, including differences in technical skills, media consumption and production, as well as time spent on social media. (e.g., Robertson; His 2007; Tyner 2010)

Co-use

Multi-tasking

Where, why and how we learn?



Media literacy

- Is a civic skill in information society
(Hobbs 1989)
- Media competency is rather active and productive use of media than the traditional media literacy. It includes necessary skills using high-technology for lifelong, life-deep and life-bread self-improvement/ self-estimate (Tella & Ruokamo 2005, Tyner 2010).

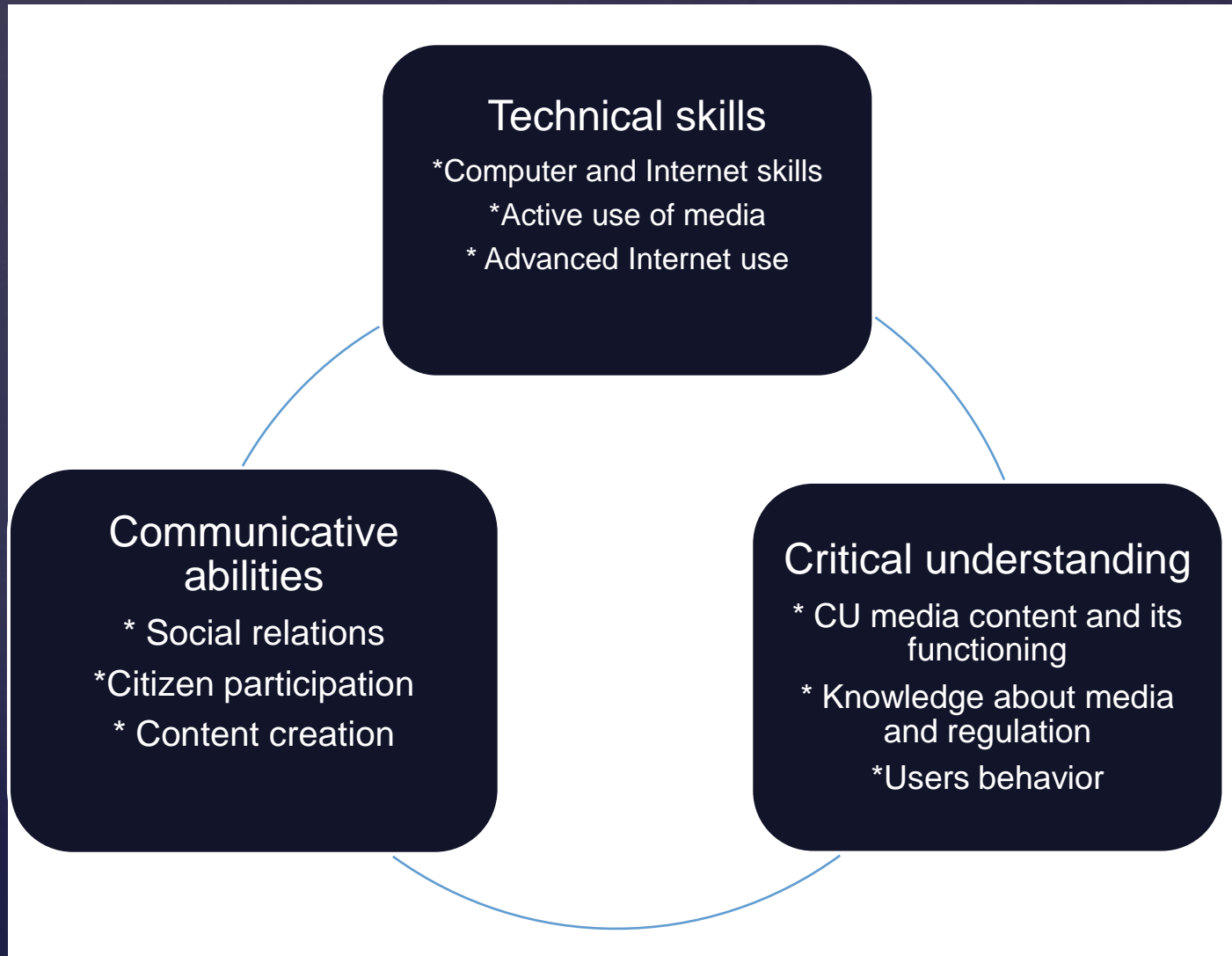
...käytetty loppuun, ainakin lehtien mukaan esim. H.S.
ettelen myös, miksi ihmiset eivät vähennä auton käyttöä? Vaikka me
imme autottomia päiviä, mitä se pari päivää auttaa.
si ei olisi vaikka autoton kuukausi?
HYVÄ

- **Basic media skills** consists capability to recognize and use media as source of information, ability to use symbolic and esthetic form of expression and understanding different meanings of media.
- **More advanced skills** are analyzing of media content: comparison, evaluation, synthesis and using media creativity.

(The voices of 20 pioneers of media literacy, 2011)

Criteria for media literacy

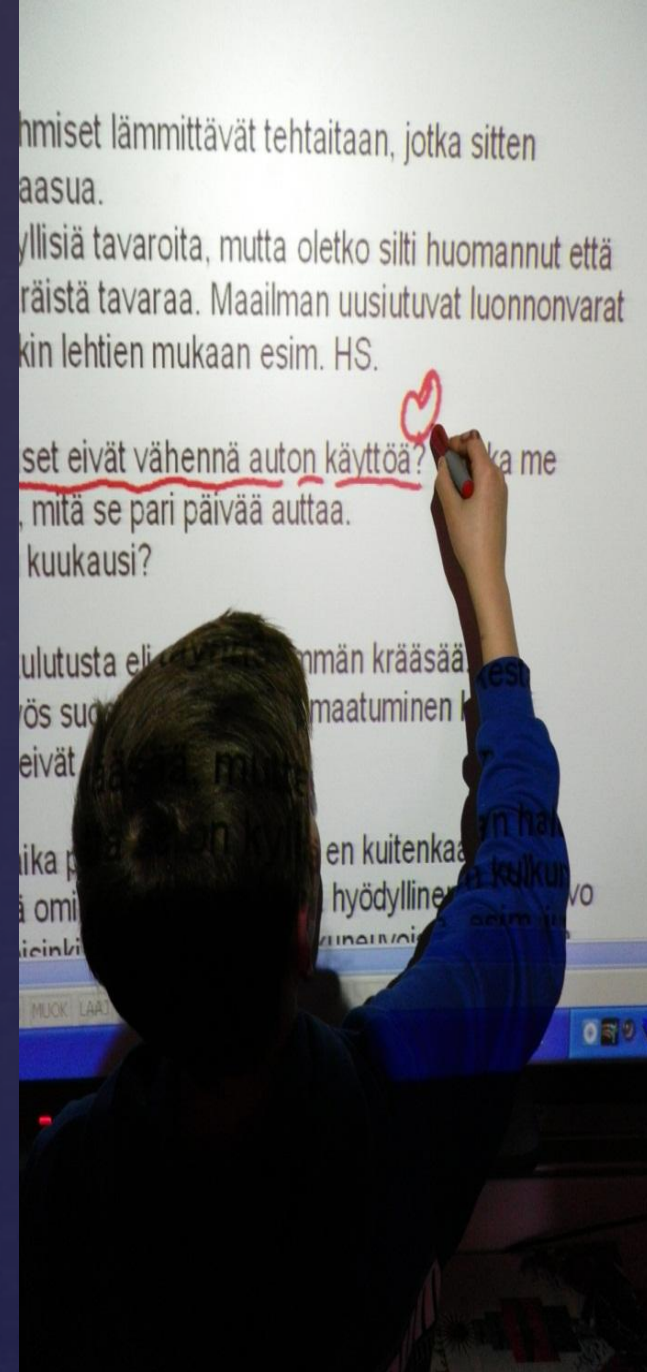
(Assessment Criteria of Media Literacy levels (ENVI 2009, Tyner 2010))



Criteria of Media literacy levels	Formal learning <i>School or homework assignment, external guidance or tutor, intentional activity</i>	Informal learning <i>Self-directive usage of social media, unintentional use of social media or user has the own aim of learning</i>
Technical skills <ul style="list-style-type: none"> • Computer and Internet skills • Active use of media • Advanced Internet use 	School assignment which requires usage tools of social media or voluntary school assignment which pupil use tool of Internet/ social media	Informal services on social media, the tools of Internet/social media is voluntary Pupils produce and use social media at the same time with many media tools, “produsage “(produce + usage) (Bruns, A. 2008)
Critical Understanding <ul style="list-style-type: none"> • Understanding media content and its functioning • Knowledge about media and media regulation • Users Behavior 	School assignment of learning regulations of networking and critical media skills	Using analytical skills and critical thinking reflecting content and functioning of social media Consciousness of impact of social media to the users thinking, identity and values
Communicative abilities <ul style="list-style-type: none"> • Social relations • Citizen participation • Content creation 	School assignments of learning communication and collaboration in social media	Creating a profile in social networking websites, citizen participation ever done voluntary, experience of creating content to social media

Research questions

- 1) What kind of *technical skills* do pupils, parents and teachers have with respect to the Internet and social media?
- 2) What kind of *communicative abilities* do pupils, teachers and parents have? What kind of social media content do these groups create and how often?
- 3) What kind of *critical understanding* do pupils have of social media? How do adults support their children in their use of social media? How does social media content impact on respondents' identity?

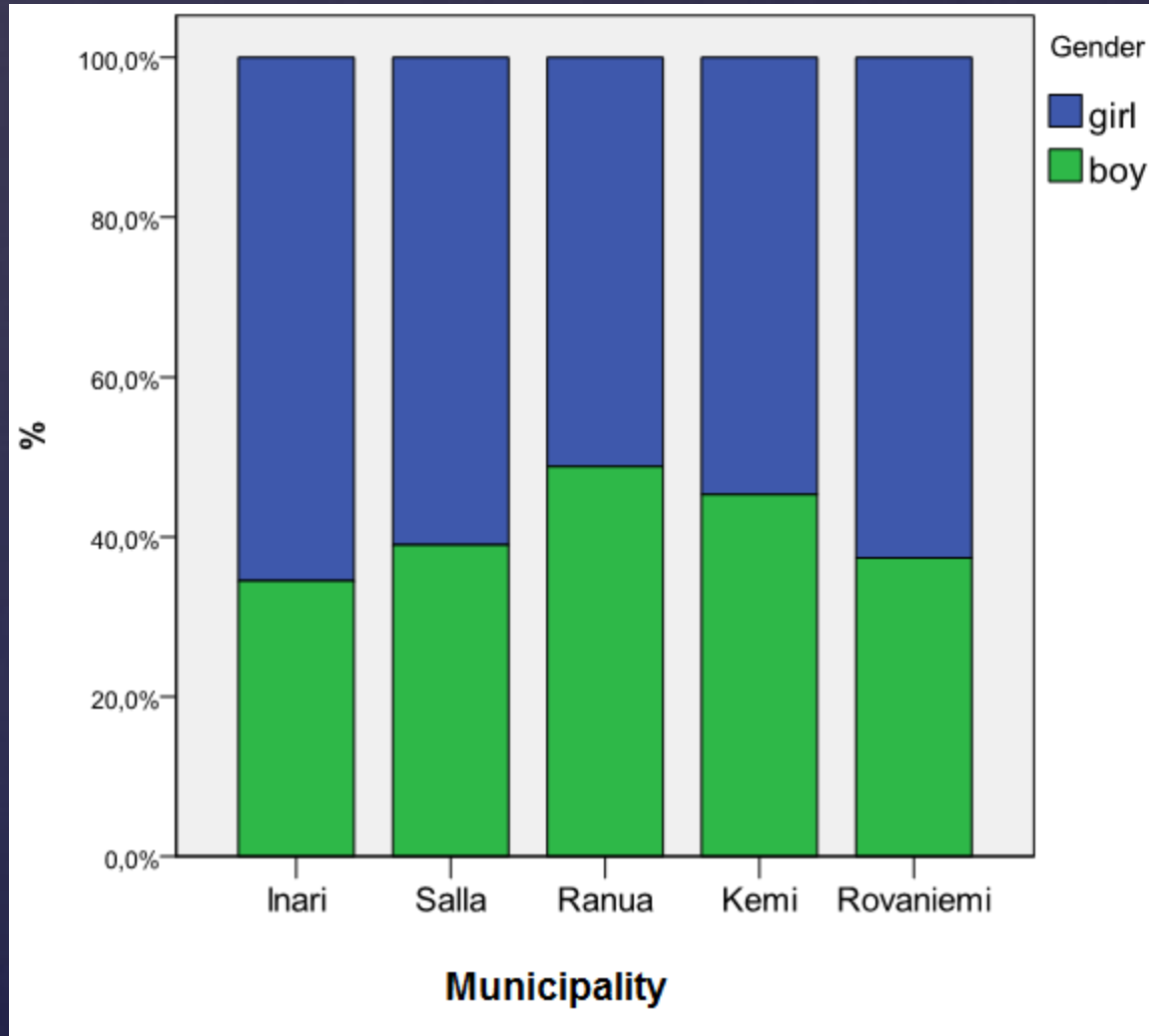


Data collection



- Research is a part of ArctiChildren inNet-project 2011-2013 in five municipalities in Lapland Finland
- 28-item online-questionnaires for three groups of participants: pupils in secondary schools (n=395), parents (n=120) and teachers (n=70)
- Analysed by quantitative and qualitative methods (Descriptive statistics, frequency distribution, cross tabulation and thematic analysis)

Participants (pupils) of the research (gender, municipality)



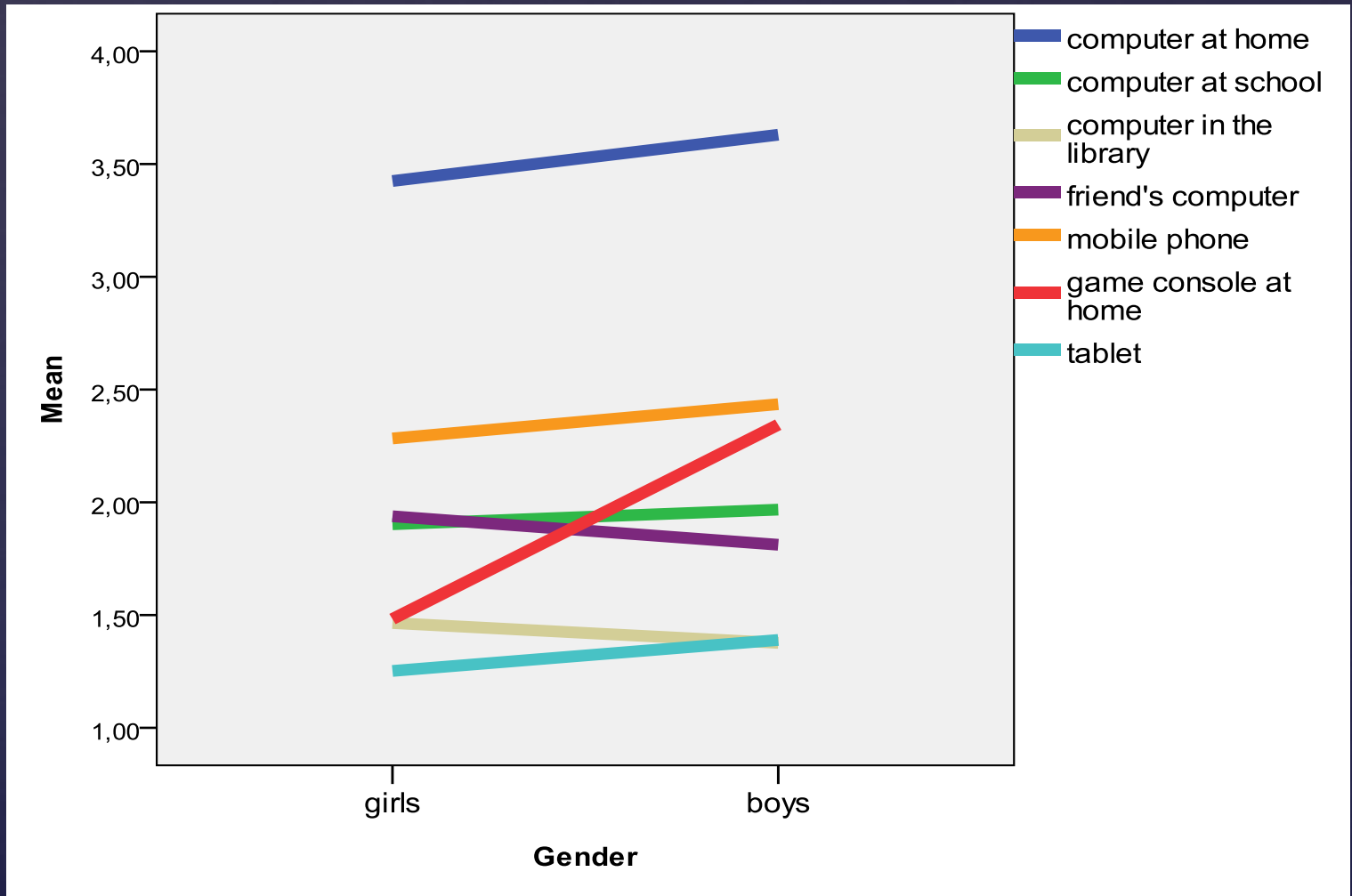
Preliminary results

- indicate that 91% of pupils use the Internet daily in their spare time, and 60% of pupils use the Internet via cell phone
- The most popular social media service is Facebook (74%) and Youtube (66%). Pupils play actively games with mobile phones (64%), computer games (59%)
- However, Internet use seems to vary according to gender – the girls are more active than boys in social media (like FB and different blogs). The boys use more Youtube, share videos, download music from free websites (Vimeo, Fail etc.)

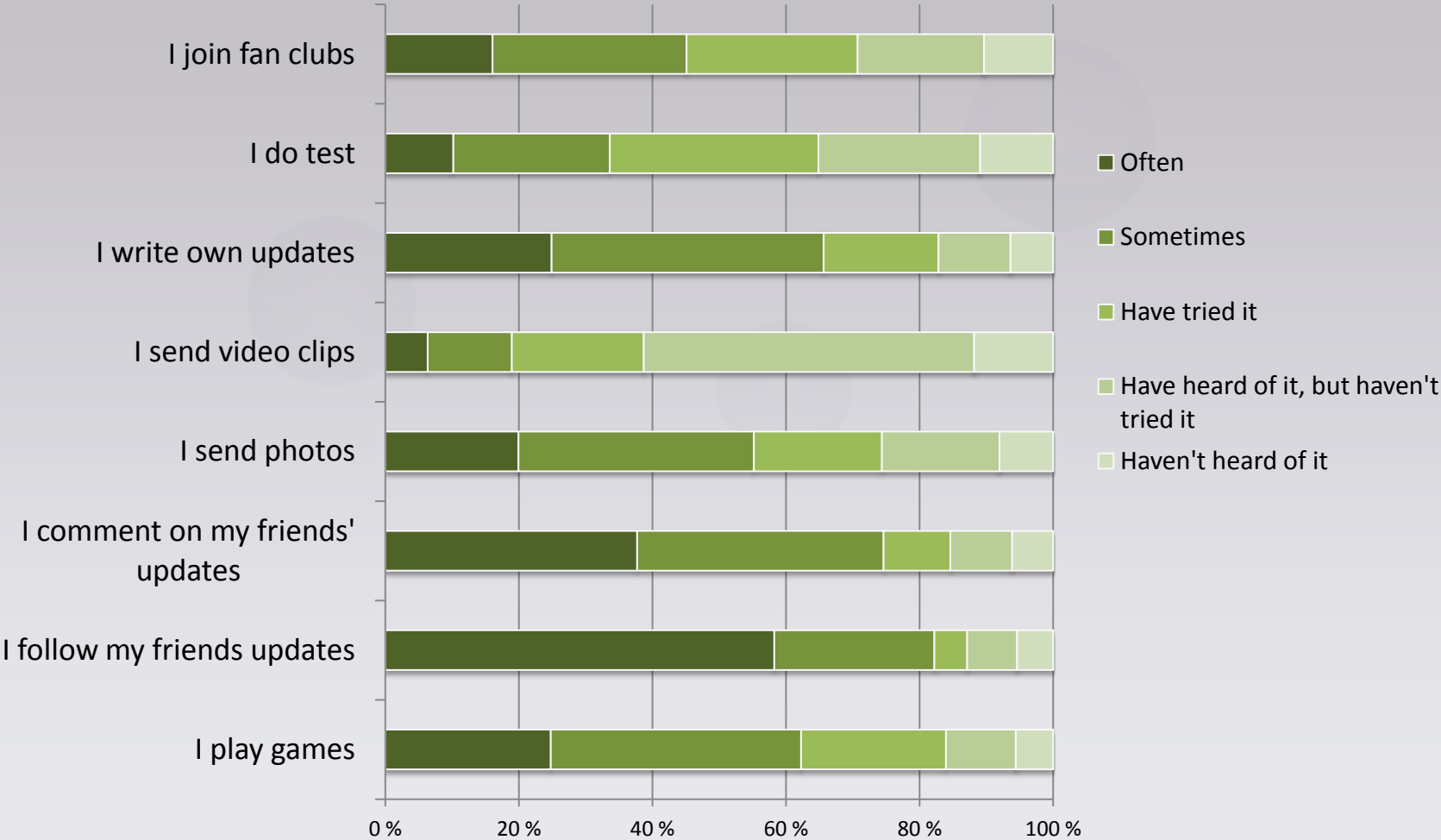
Using social media and Internet

Often

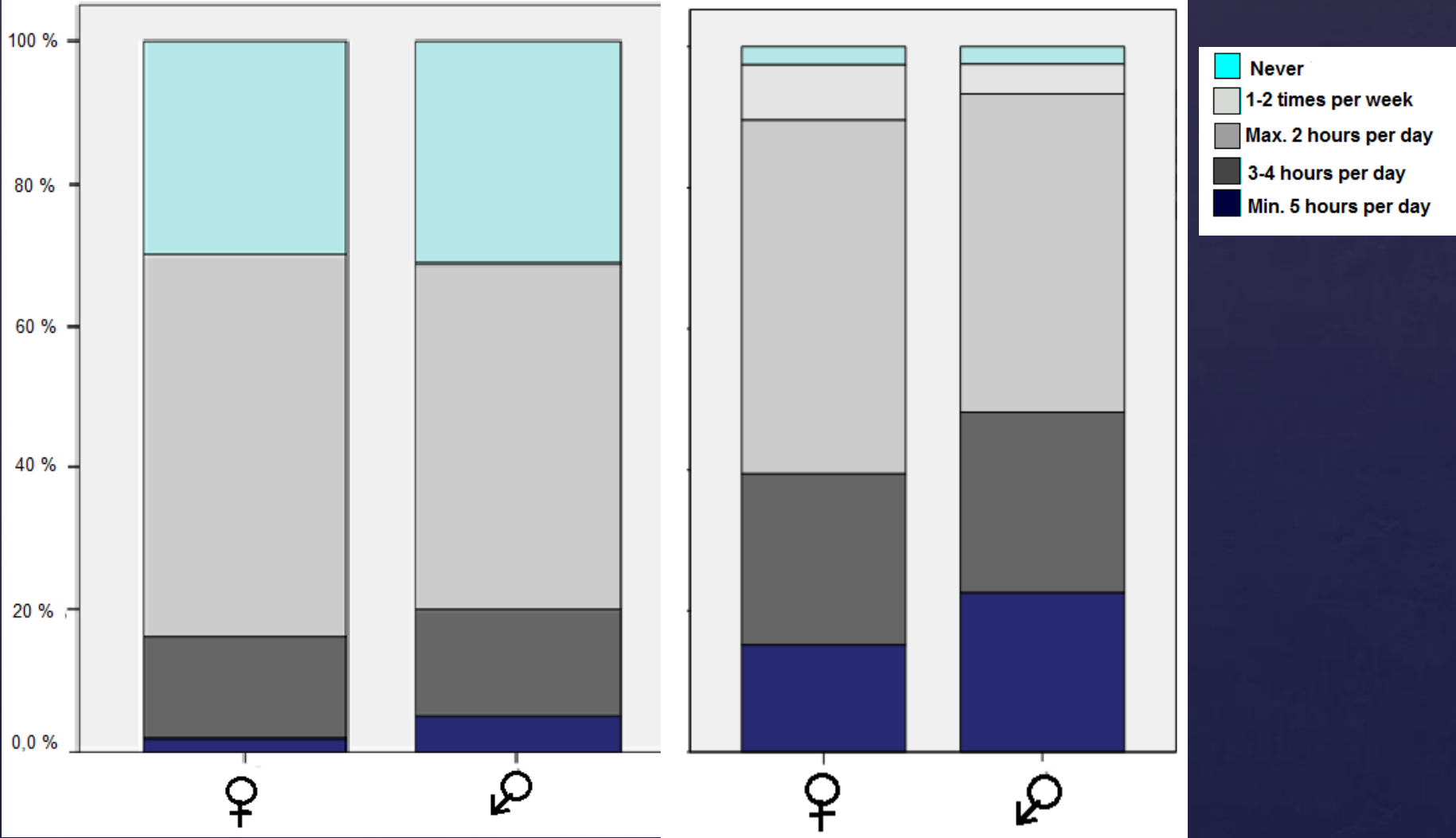
Never



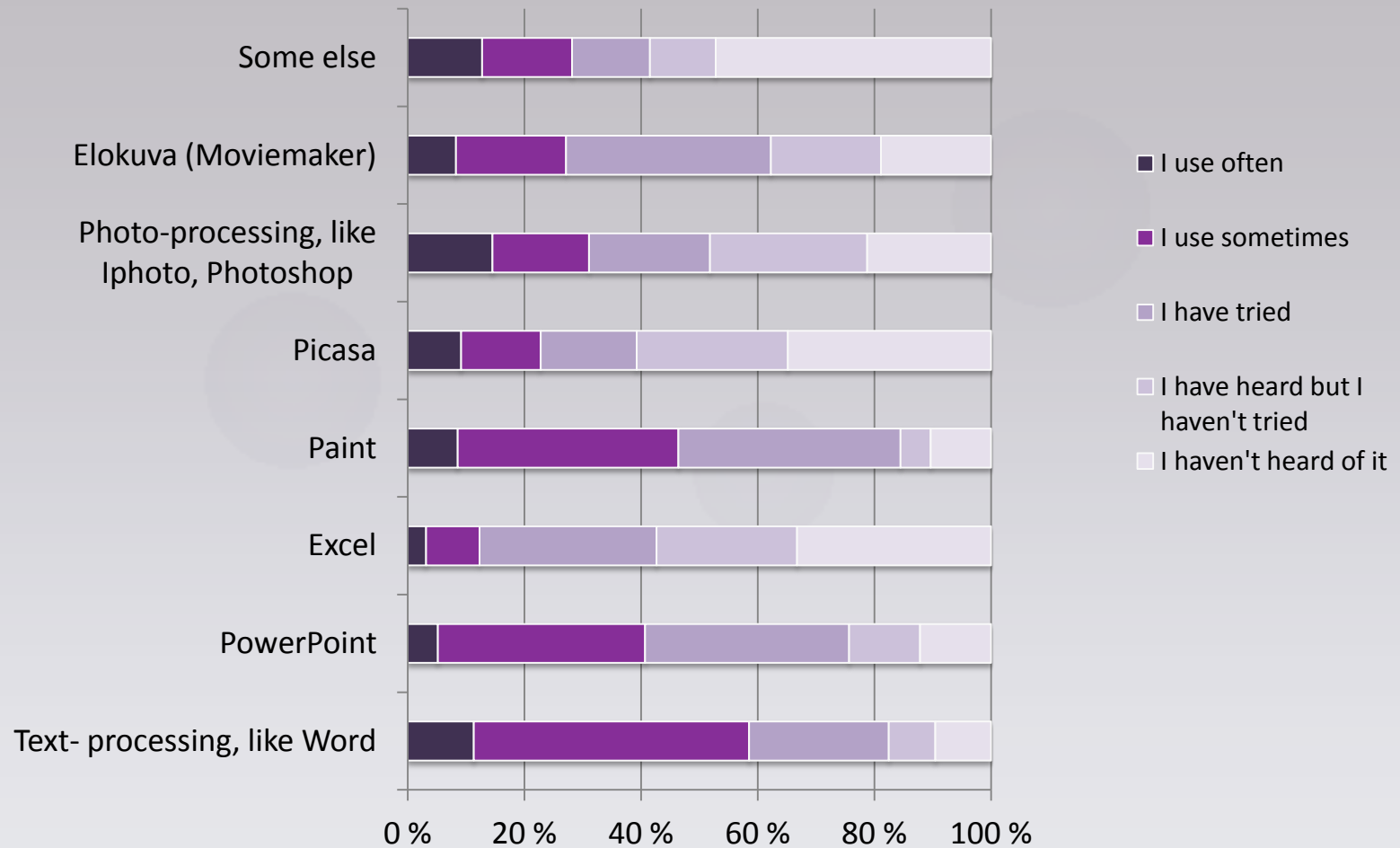
What do you do in Facebook?



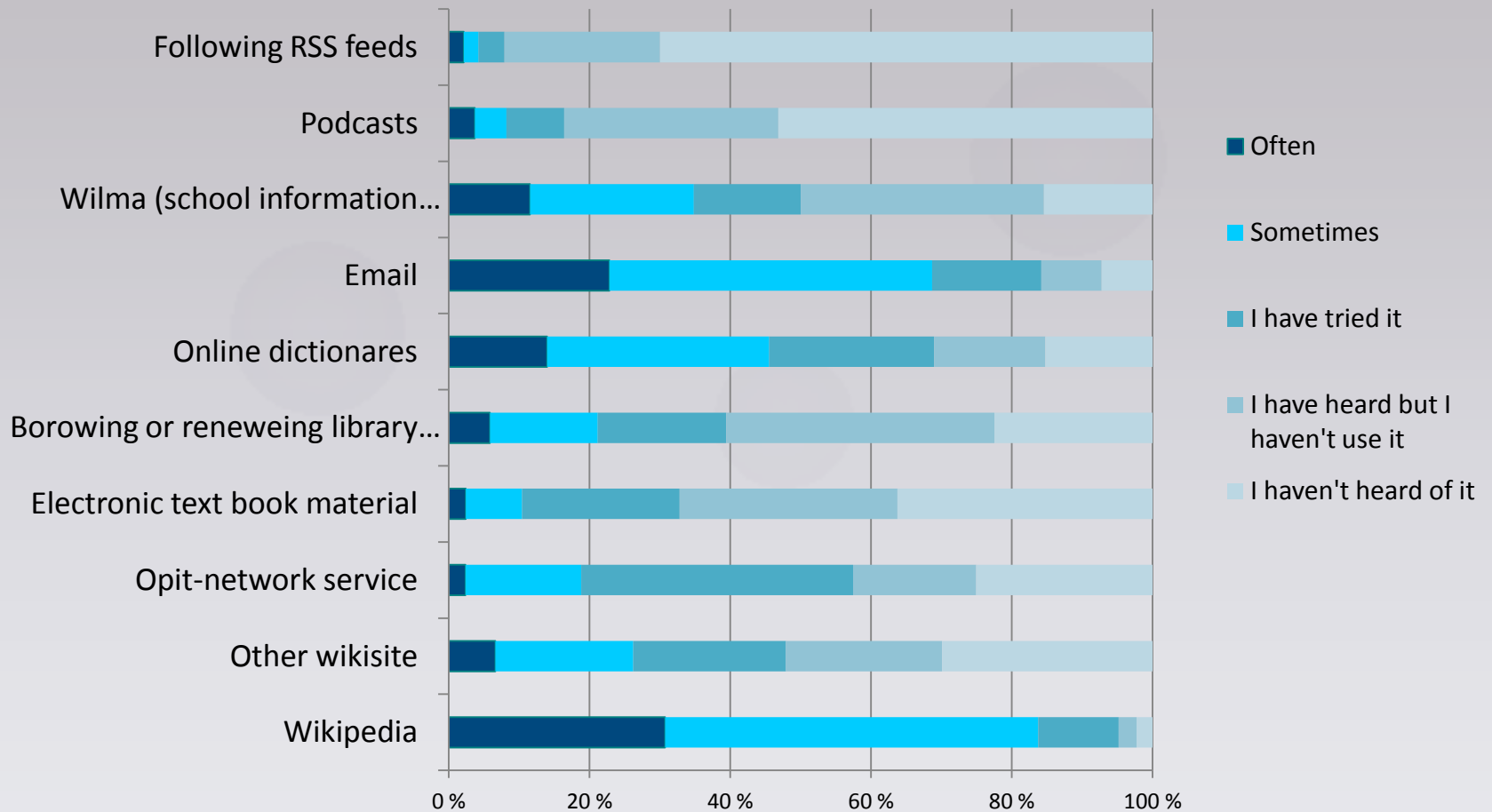
Internet use with computer at school and at home



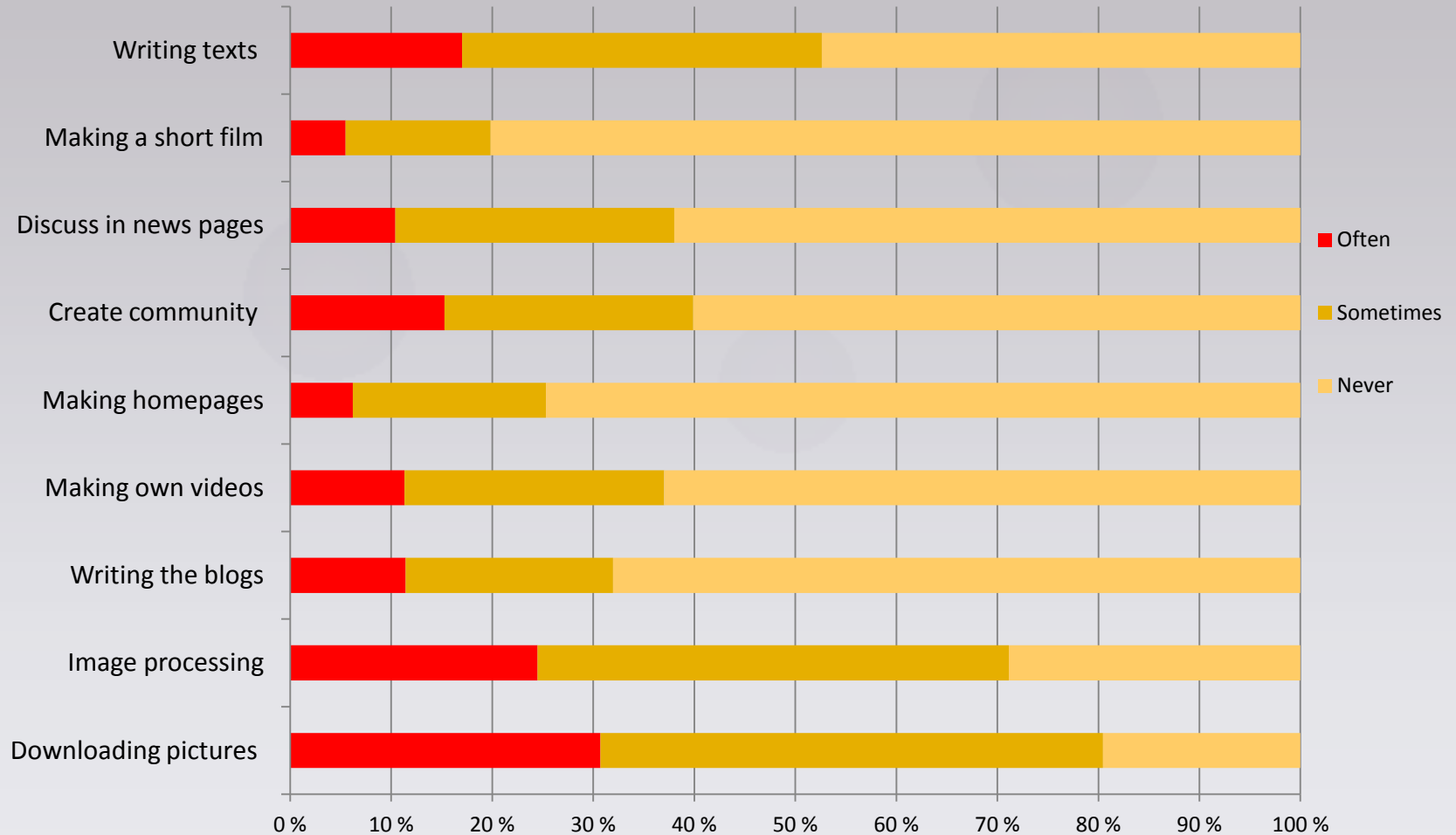
Programmes used in Internet



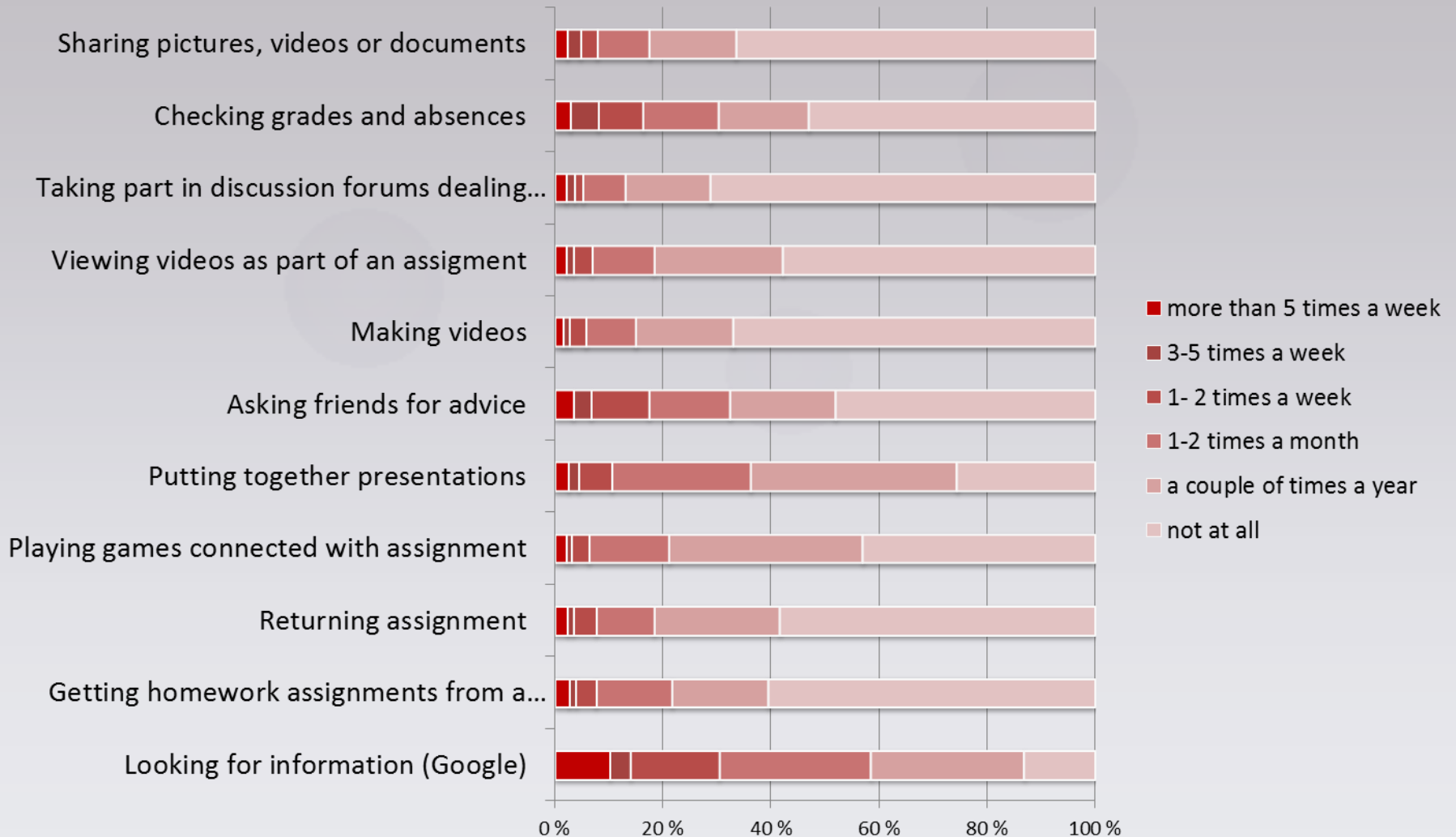
Using different Internet services



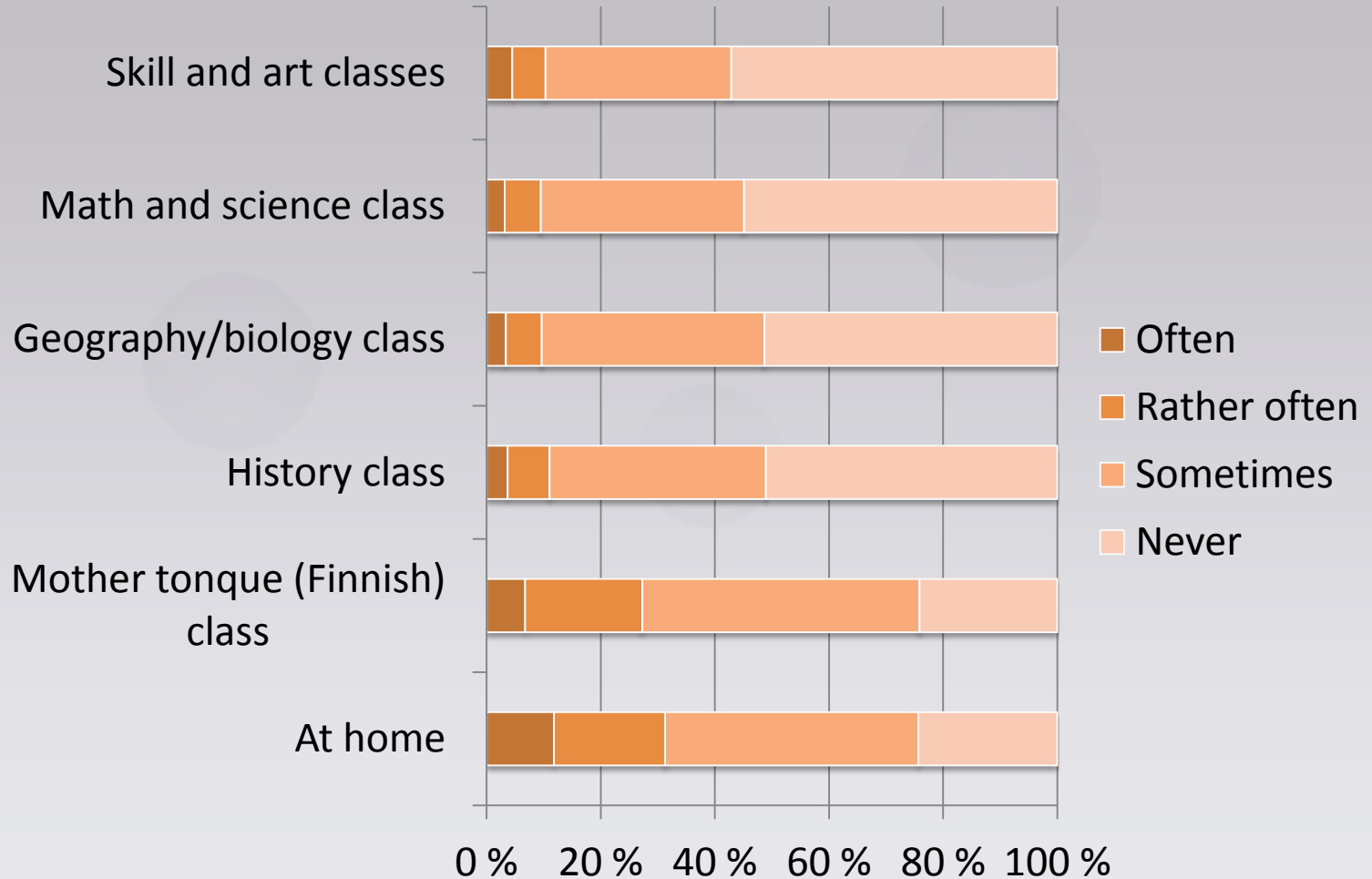
Creative/productive social media use



Using Internet for school assignment in school



Where and how often you been shown how to look for information on the Internet



Rotated Factor Matrix^a

	Factor			
	1	2	3	4
Voin esiintyä helposti toisena henkilönä	,183	,468	,066	,200
On mukava seurata toisten mielipiteitä ajankohtaisista asioista	,175	,796	,225	,113
On mielenkiintoista ottaa kantaa ajankohtaisiin uutisiin	,354	,615	,152	,169
Toisten mielipiteet ulkonäöstäni vaikuttavat itsetuntooni	,525	,379	,203	,181
Olen huolestunut liiallisesta netinkäytöstäni	,529	,232	,194	,347
Aikuiset ja nuoret voivat keskustella samassa keskusteluryhmässä	,393	,488	,311	,145
Haen toisten hyväksyntää	,784	,227	,112	,139
Minulla on eri identiteetti kuin live-elämässä	,607	,193	,137	,360
Palaute, jonka saan netin kautta, on minulle tärkeä	,613	,356	,159	,328
Olen kohdannut verkossa pelottavia asioita	,311	,267	,228	,602
Olen kertonut Internetissä kohtaamistani peloista	,277	,161	,229	,668
Vanhempani tuntevat pelaamieni pelien sisällön	,161	,270	,556	,220
Vanhempani seuraavat netin käyttöäni	,169	,147	,930	,188

Extraction Method: Maximum Likelihood.

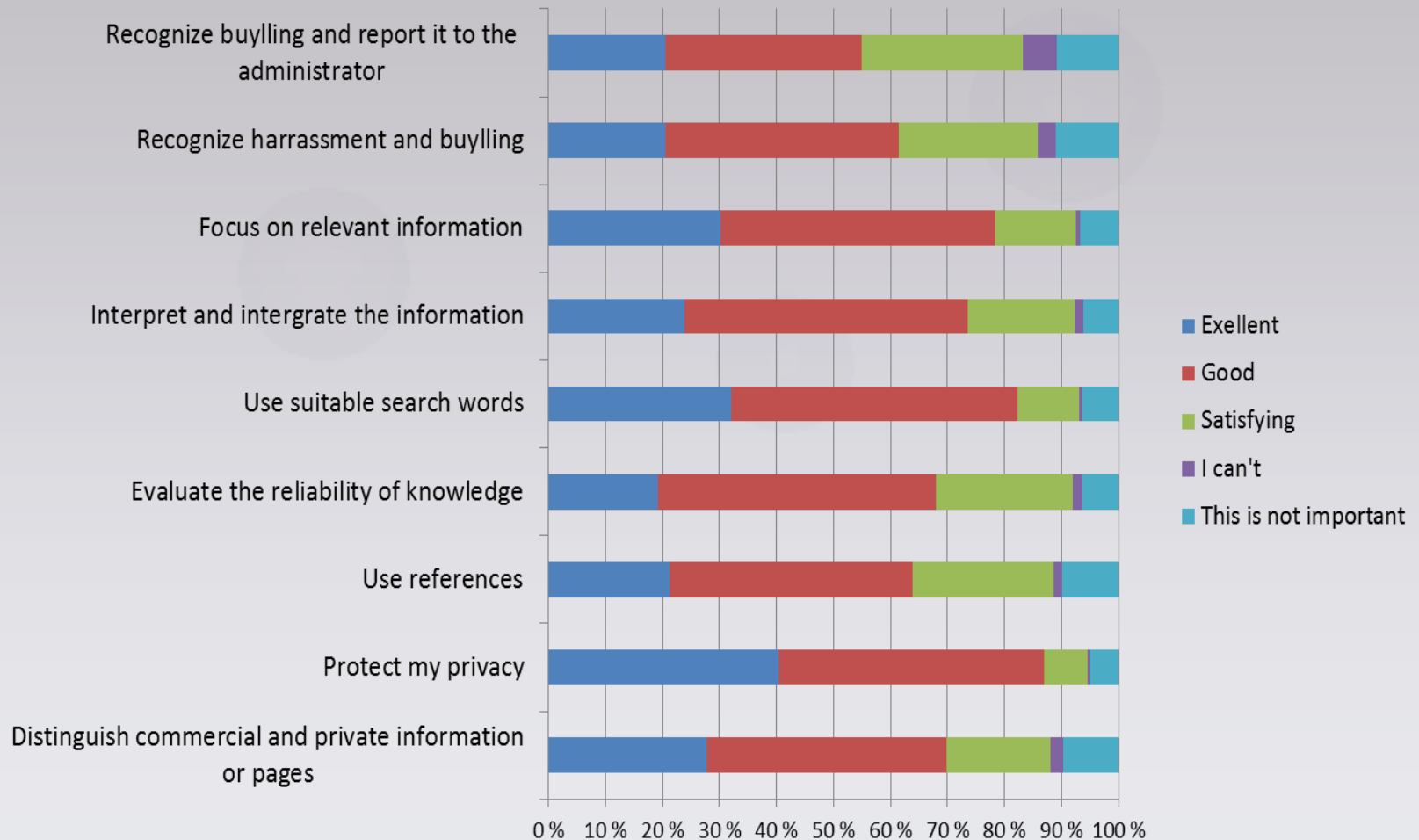
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

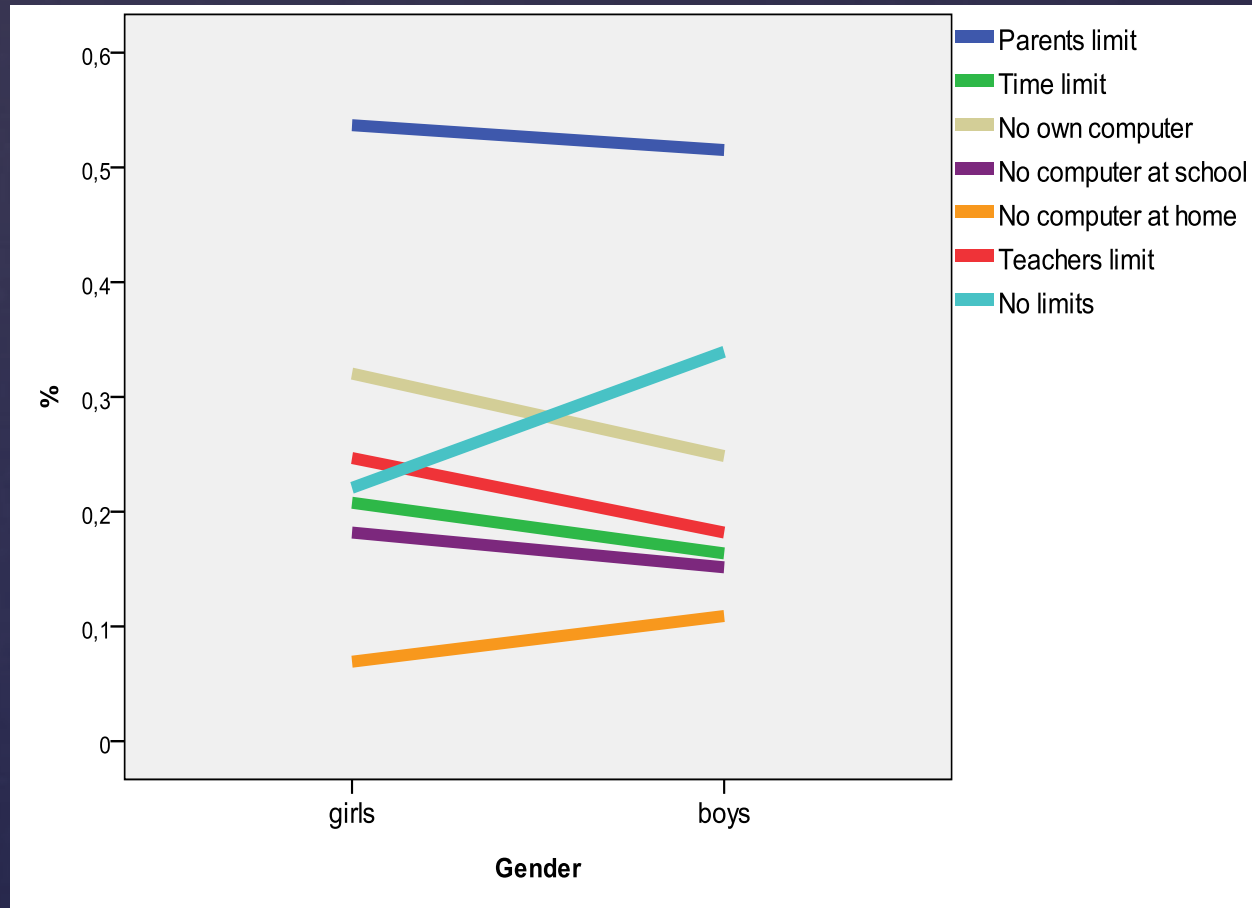
Factors of social media users

1. User, who has weak identity/self-esteem, susceptible to the content of Internet
2. User, who is active and communicative, anonymous/pseudonymous debater
3. User, who allows one parents to control use of Internet
4. User, who is responsive and open to negative content of social media and Internet

In the social media I can....



Limits in using Internet and social media



- This research reveals parents' passive role in media education of their children.
 - 50% of parents are aware and limit their children's use of social media
 - 55% of children feel that parents limit their use of social media.

Eu Kids online survey (2009): 98% of Finnish parents limit their children's use of the Internet → about 89% felt that parents limit their use

Adults use of social media

- 90% of parents and teachers use Internet 1-2 hours daily (out of workplace)
- 68% of parents use more than 2 hours Internet at workplace daily
- 93% of teachers use less than 2 hours Internet daily at workplace (school)
- 45% of parents and 29% of teachers use the Internet via cell phone daily.
- 50% of adults use daily Facebook, 21% use Youtube

Computer games

- Pupils play actively games with mobile phones (64%), computer games (59%)
- 31% of parents know the content of online-games or computer games their children play
- 20% of children think that parents is aware about the contents of the games they play.

Perceptions of media education responsibility

- According to 90% of parents, the first responsibility for media education is parental, followed by teachers
- 70% of pupils have got information on critical thinking from teachers
- 62% of pupils think that critical thinking skills for using media are taught by parents

Challenges for media education

- From the ethical, social, pedagogical and educational viewpoint, social media use demands more collaboration between teachers, pupils and parents (Niemi & Sarras 2012).
- Developing media education in primary and secondary education
 - National Curriculum for basic education 2014
- More media education to the teacher's education
 - Equal possibilities to have media education in all schools, when teachers have higher (social) media competence

- The boundary between formal and informal learning will not be so strong and the roles of teacher and pupil will be more equal
- The data generated by this research will serve as a framework for national evaluation of young people's (age 13-18) social media competence, which is not yet available in Finland (e.g. Noppari-Kupiainen 2010)

Questions for groups:

1. How can you promote pupils media literacy in your teaching or supervising?

→ practical examples of your work!

2. What is the role of media education in the school?

3. How the well-being of the pupils can be defined or measured in this project?

*Thank you for your
attention and discussions!*

Let's continue our great co-operation and collaboration
in this AC-team!

Good link: www.humorsidan.com 😊

Pia

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