



United Nations
Educational, Scientific and
Cultural Organization

Media and Information Literacy

Curriculum for Teachers

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We live in a world where the quality of information we receive largely determines our choices and actions, including our capacity to enjoy fundamental freedoms and the ability for self-determination and development. This *Media and Information Literacy Curriculum for Teachers* is an important resource for UNESCO Member States and a pioneering publication. First, it is forward looking, drawing on present trends toward the convergence of radio, television, Internet, newspapers, books, digital archives and libraries into one platform. Second, it is specifically designed for integration into the formal teacher education system. UNESCO believes that, ultimately, this curriculum will contribute to innovation and improvement in all levels of education.

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www.unesco.org/webworld



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UNESCO's STRATEGY

**Media and Information
Literate Teachers**

**Media and Information
Literate Students**

**Media and Information
Literate Societies**

CURRICULUM DEVELOPMENT PROCESS

- **International expert group meeting to advise on the strategy to prepare the curriculum**
- **Four working groups prepared the draft curriculum**
- **Second international expert group meeting to review the first draft of the curriculum**
- **Series of regional training of trainers workshops and consultation for Southern Africa, Latin America and Caribbean and South Asia**
- **Preparation of second draft of the curriculum based on feedback - to be finalized by July, 2010.**

THE CURRICULUM

KEY CONCEPTS

UNDERLYING PRINCIPLES

- **Article 19 of the Universal Declaration of Human Rights**
- **Media Literacy + Information Literacy = A Whole**
- **MIL is necessary to empower citizens**
- **Development of free, independent and pluralistic media**

UNDERLYING PRINCIPLES

- **Emphasis of the pedagogy of MIL**
- **Importance of knowledge of consumption and production of information**
- **Empowerment of marginalised groups**

THEMATIC AREAS

- (1) Knowledge and Understanding of Media and Information for Democratic Discourses and Social Participation (Covered primarily in **Modules 1, 4, 5, 6, 9 & 10**)
- (2) Evaluation of Media and Information (Covered primarily in **Modules 1, 2, 3, 4, 5 & 7**)
- (3) Production and Use of Media and Information (Covered primarily in **Modules 4, 5, 6, 7, 8 & 9**)

CURRICULUM FRAMEWORK

Key Curriculum Areas	Knowledge of Media and Information for Democratic Discourse Evaluation of Media and Information Production and Use of Media and Information	Evaluation of Media and Information	Production and Use of Media and Information
Policy and Vision	Preparation of Media & Information Literate Teachers	Preparation of Media and Information Literate Students	Preparation of Media and Information Literate Societies
Curriculum and Assessment	Knowledge of media & information systems, their functions and the conditions needed to perform them.	Understanding of criteria for evaluating media texts and information sources	Skills to explore how information and media texts are produced, social context of information and media production; uses by citizens; and for what purposes
Pedagogy			
Media and Information	Print-based media - newspapers and magazines, other information sources, books, journals, etc.	Broadcast - radio and television	New media – Internet, social networks, delivery Platform (computers, mobile phones etc.)
Organisation and Administration			
Teacher Professional Development			

COMPOSITION OF MODULES

- Core Subject
- Core Learning Objectives
- Core Competencies
- Pedagogical & Assessment Approaches

CORE MODULES

- **Module 1** Introduction: Citizenship - Freedom of Expression and Information, Democratic Discourse and Life-long Learning
- **Module 2** Understanding the News and Citizenship
- **Module 3** Representation in Media and Information
- **Module 4** Languages in Media and Information
- **Module 5** Advertising
- **Module 6** New and Traditional Media
- **Module 7** Information and Library Skills
- **Module 8** Internet Opportunities and Challenges
- **Module 9** Making the link: Media and Information Literacy, Communication, Pedagogy and Learning how to Learn: (Capstone Module)

NON-CORE MODULES

- **Module 10 Audience**
- **Module 11 Media and the Global Village**
- **Module 3 Unit 5 Digital Editing and Computer Retouching**

CURRICULUM ENRICHMENT

PACKAGE

- Curriculum and Competency Framework
- Curriculum guide
- The Modules
- Adaptation Strategy
- Glossary of Terms
- Case Studies
- “Lite” Modules (Adaptation example)

ADAPTATION RECOMMENDATIONS

Adaptation Process

- ▶ Comprehensive review of the MIL Curriculum and the Curriculum and Competency Framework
- ▶ Assessment of present teacher training curricula
- ▶ Consideration given to time available and required resources
- ▶ Preparation of curriculum for adaptation
 - **UNESCO Open Educational Resources (OER) Platform**
www.unesco.org/webworld/en/oer

Adaptation Process

- Pilot testing
- Revisions to adapted curriculum
- Institution-wide integration
- Ongoing documentation, monitoring and assessment

INTEGRATION STRATEGIES

- Stand-alone course
- Institute approach
- Multi-components integration
- Online course
- Combination of two or more strategies