



UNIVERSITY OF
EASTERN FINLAND

Media and New Technologies as Enablers & Threat to Sustainable Development: Digital competence & media literacy

Adult education promoting sustainable development – Module 5



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Media and New Technologies

Good digital competence and media literacy

- Today people need to be digitally competent (Cabezas-González et al. 2021, 13).
- Media literacy skills can narrow equity gaps (Austin et al. 2021, 3).

Insufficient digital competence and media literacy

- People who end up staying out of information communication technology, can find themselves in an unequal situation (Soomro et al. 2020, 1).

Introduction

- Public vulnerability has increased because of digital revolution (Tejedor et al. 2021, 339).
- Need to access information is not age dependent (Austin et al. 2021, 3).
- The meaning of educational key concepts may vary by time and author (Langner 2001, 3).
- The media perspective is relevant because...
 - Knowledge society challenges students to learn new things and develop new skills and competences (Rodrigues et al. 2021, 2).
 - COVID-19:
 - Pandemic has shown the necessity of digital competence in studies (Cabezas-González et al. 2021, 2).
 - Pandemic has underlined the need for media literacy skills (Kamada 2021, 65–66).



Key concept: Digital competence (2/3)

"Competence in digital communication involves far more than the use of technological devices to communicate with peers. It means learning to communicate in digital environments, sharing resources, establishing ties with others, collaborating through the use of digital tools, and participating and interacting in communities and social networks with intercultural awareness and respect." (Cabezas-González et al. 2021, 12.)





Key concept: Digital competence (3/3)

- The European Commission has developed a Digital Competence Framework for Citizens. This framework is comprised of five general competence areas:
 - Information and data literacy
 - Communication and collaboration
 - Digital content creation
 - Safety
 - Problem-solving

For each of those areas, digital competence is evaluated in proficiency levels from 1-8, in which 1 represents foundation level and 8 high-specialized level.

(Carretero, Vuorikari, and Punie, 2017)



Digital Divide

- It is the unequal access to digital services and dissimilar abilities of using digital resources (Ilomäki et al., 2011)
- Social and cultural circumstances play a key role in the digital resources' quality of use (Ilomäki et al., 2011)
- The digital divide results in a less effective participation in the society. (Soomro et al. 2020, 3.)

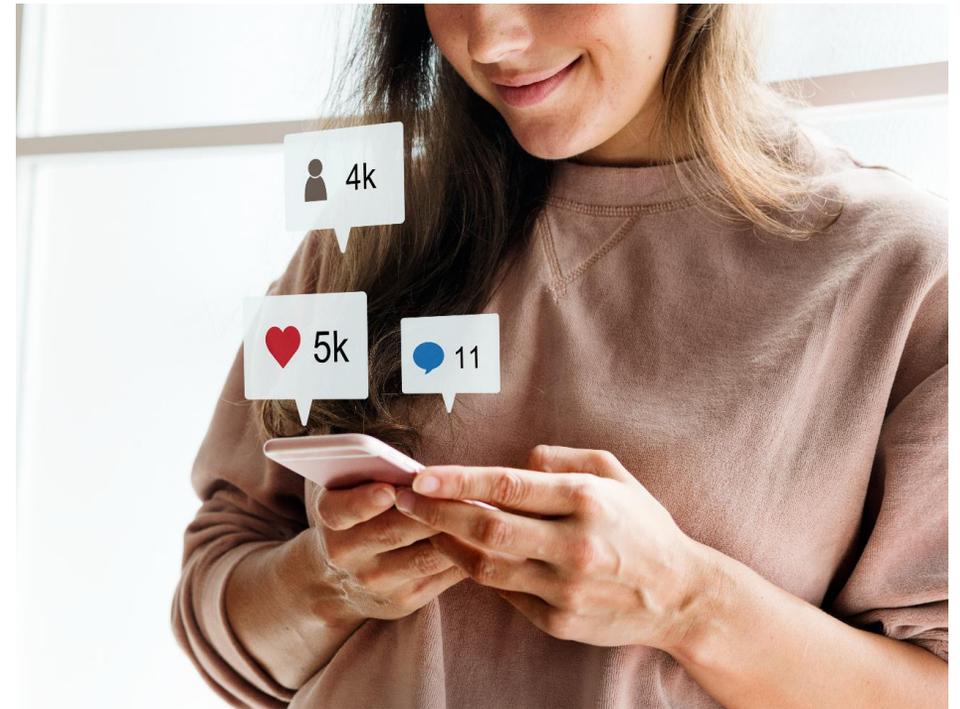


Key concept: Media Literacy

- Includes "media awareness, media skills and value-based attitude to media literacy" (Semenova & Sotnikova 2021, 2).
 - Also called *media competence* (Langner 2001, 3). Other synonyms see for example Semanova & Sotnikova 2021, 2 or Cicha et al. 2021, 3.
 - See definition of media literacy Cicha et al. 2021.
- Education is trying to achieve media literate society which demands digital competency, technical skills and critical thinking (Tejedor et al. 2021, 347).
 - Media literacy features versatile critical thinking (Austin et al. 2021, 3).

Key concept: Media education

- Media education aims to achieve that people have critical thinking skills and information security skills (Gudilina 2016, 3).
- Those are important skills to be developed in current times, as they can help to prevent dissemination of fake news and ensure a safe use of media, particularly social media



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