CO:RE Theories Webinar: Digital skills, literacies and citizenship

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Media Literacy:

A Global Movement

A Field

A Pedagogy
Media Literacy rests on a process of inquiry, to explore media as a global symbolic system in which the world is represented to us, and we represent ourselves to the world.
The Core Concepts of Media Literacy:
1) All media messages are constructed
2) Media messages are constructed using a creative language with its own rules
3) Different people experience the same media messages differently
4) Media have embedded values and points of view
5) Most media messages are organized to gain profit and/or power
Media and Information Literacy:
21 Century Competencies in Literacy

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Figure 2: The Ecology of MIL: Notions of MIL

Source: UNESCO MIL
Curriculum for Teachers, p. 19
A UNESCO proposed conceptual model for MIL, which prioritize libraries with other media/technology.

**FIVE LAWS OF MEDIA AND INFORMATION LITERACY (MIL)**

**LAW 1**
Information, communication, libraries, media, technology, the Internet as well as other forms of information providers are for use in critical civic engagement and sustainable development. They are equal in stature and none is more relevant than the other or should be ever treated as such.

**LAW 2**
Every citizen is a creator of information/knowledge and has a message. They must be empowered to access new information/knowledge and to express themselves. MIL is for all - women and men equally - and a nexus of human rights.

**LAW 3**
Information, knowledge, and messages are not always value neutral, or always independent of biases. Any conceptualization, use and application of MIL should make this truth transparent and understandable to all citizens.

**LAW 4**
Every citizen wants to know and understand new information, knowledge and messages as well as to communicate, even if she/he is not aware, admits or expresses that he/she does. Her/his rights must however never be compromised.

**LAW 5**
Media and information literacy is not acquired at once. It is a lived and dynamic experience and process. It is complete when it includes knowledge, skills and attitudes, when it covers access, evaluation/assessment, use, production and communication of information, media and technology content.
Digital Skills
Webinar theorization of digital skills, literacies and citizenship

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Digital Literacy

The ability to use ICTs (or decide not to use them) in ways that allow people to obtain beneficial outcomes and avoid negative outcomes across all domains of everyday life for themselves and others now and in the future.

(Helsper, 2020)
Hard ‘skills:
- Technical
- Navigation
- Management
- Knowledge and ability to execute

Soft’ skills:
- Interaction
- Creation
- Consumption
- Critical understanding and evaluation of impact

Digital engagement:
- Economic/educational
- Personal
- Social
- Cultural

Well-being Outcomes:
- Economic/educational
- Personal
- Social
- Cultural

(Offer) Economic, Social, Cultural, Civic and Personal resources

(Van Deursen, Helsper, Eynon, & Van Dijk, 2017)
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**DIGITAL CITIZENSHIP+ (PLUS)**

**QUESTION:**
What are the skills needed for youth to fully participate academically, socially, ethically, politically, and economically in our rapidly evolving digital world?

**Ability** = Capacity to apply the following skills...
- Practical and physical
- Cognitive and meta-cognitive
- Social and emotional
  
  ...to engage in the activities specified in Youth and Media’s 17 areas of life, such as...

**Literacy** =
- Competence
- Knowledge
  
  Applying competencies and knowledge requires skills

According to van Deursen (2010) and van Dijk and van Deursen (2014), in the context of the digital environment . . .

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**COMPETENCIES** =
- Attitudes and values (which influence an individual’s choices, judgements, and actions)
  - Personal
  - Societal
  - Social
  - Human
- Knowledge
  - Disciplinary
  - Interdisciplinary
  - Epistemic
  - Procedural
- Skills
  - Practical and physical
  - Cognitive and meta-cognitive
  - Social and emotional
We must create a learning ecosystem for the 21st century that is able to meet the unique needs of each individual learner, that takes advantage of every resource and opportunity inside and outside of a school, and that connects those opportunities together.
Follow the CO:RE Project…
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