

Media Literacy in Pre-Service Teacher Education

Sergej Gil, Heidelberg University of Education

MLA4MedLit Conference: Teacher Education in Digital and Media Literacy,
October 19th 2022

Policies, Frameworks and Curriculums

Pre-Service Teacher Education

“Getting teachers fit for the digital age”*

*Strategy for Digitization digital@bw 2017

School Curriculum

- Guiding principles on ML
- ML anchored directly in the respective subject plans within a thematic context
- Computer Science as a school subject
- Course on basic media education in 5th grade

Agenda for School Education Baden-Württemberg 2016

University Curriculum

- Module *Fundamentals of Media Education*: “[...]serves to elaborate theories and concepts of media education”*
- Electives on ME

* Study Regulations Bachelor of Education 2021



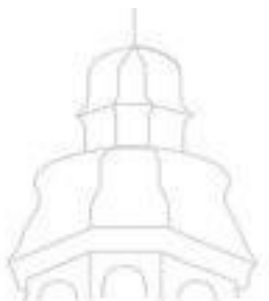
Guiding principles on ML

enabling people
to select media
sensibly

reflect critically on
the media on offer

use media
responsibly

shape their own
media presence in a
self-determined
way



Competence Framework for Student Media Literacy

Learning Steps	Grade 1 - 2	Grade 3 - 4	Grade 9 - 10	Grade 11- 12
Information and Knowledge	I can go to a website and find the information I am looking for. I can also work with educational software.	I can use search engines for children to find information on the Internet, summarize and write down the results. I can also work independently with learning apps.	I can routinely use an up-to-date Internet browser, suitable search engines, as well as selected learning programs and online offers with confidence, analyze, structure and prepare the information obtained in a routine and targeted manner, taking into account copyright and data protection rights.	I can structure, present and evaluate demanding research in a self-determined and goal-oriented manner according to scientific standards.
Communication and Cooperation	I can easily collaborate and communicate with other children on the computer or tablet within the school network.	I can collaborate with my classmates, talk to them and know the rules for writing messages	I can comply with the rules of digital communication, describe the digital communication options and channels also in terms of their intended effects, and use the digital communication platforms established at the school	I can work independently and autonomously with the communication and collaboration platforms established at the school and critically evaluate and reflect on my own communication behavior as well as the mechanisms and effects behind it.
Production and Presentation	I can write short texts on the computer or tablet, make a small presentation and know different ways to present something.	I can write texts on a PC, take photos or make videos and give a presentation.	I can independently and routinely create sophisticated digital media products, taking into account legal aspects, present this and critically and constructively analyze the presentations of fellow students.	I can confidently and independently create sophisticated digital media products, taking into account legal aspects, present this in a variety of ways and optimize after critical-constructive feedback.
Protection and Safe Behaviour	I can name a few websites, protect my computer, take care of my data and sit correctly in front of the computer.	I can explain why there are good and bad websites, protect myself and justify why I need to take a computer break sometimes.	I can consciously use age recommendations, increasingly confidently identify malware entry points, make appropriate protective configurations, and develop and share strategies to protect personal information. Explain signs of addiction and strategies to avoid them and reflect on my own behavior.	I can confidently identify malware entry points, configure applications from a security perspective, advise others, follow privacy strategies, and assess the social significance of screening personal data. Describe and counter signs of addiction when using digital media - in others and myself.
Information Technology Basics	I can start some apps and work with them. In doing so, I follow the rules in handling the devices.	I can work in the school network and with various programs. I know the rules for using school equipment and follow them.	I can work independently and routinely in the school network as well as confidently handle advanced features of digital devices and common apps.	I can routinely handle an operating system and operate various digital devices such as computers and tablets and use them independently for my work. I can routinely work on a network, create a logically organized folder system, and collaborate with my classmates using the various directories on the network
Media Society and Analysis	I can list different media, describe what they are used for and how they are used.	I can describe what media I use, how they influence me with advertising, what advantages and disadvantages they have, and why some media are not good for me.	I can critically question the positive aspects as well as the risks and dangers of digitization in our everyday lives, analyze the shaping influence on my own reality, and evaluate the intended effects.	I can describe the positive aspects as well as the risks and dangers of digitization in our everyday lives, and evaluate the possible future social change and the shaping influence of digitization on my own reality in a reflective manner.

Media Literacy in the pre-service teacher's curriculum (Bachelor's Degree)

Semester	1	2	3	4	5	6
	Subject 1 Subject 2	Subject 1 Subject 2	...	Subject 1+2	Subject 1+ 2	Subject 1 Subject 2
	Educational Sciences	Educational Sciences	Module: The Basics of Media Literacy (mandatory) - lecture - seminar	Other	Other	Thesis
	Other	Other	HSE Module: Information and Media Literacy (optional): - Introductory Course - 2-3 Elective Courses - Project Course			
				Other Courses on Media Education	Internship	
					...	



Media Education at the Heidelberg University of Education

Mandatory Module on the basics of media literacy (3rd semester)

Lecture Overview

- Social and institutional aspects
- systematization of the field: discourses and agents of media education
- Basic media education terminology
- fields of action and current topics

Course Overview

- Introduction to Research and Evaluation with Digital Tools
- Educational Technology in the Classroom
- Online and Hybrid learning environments
- Mobile Learning
- Media production

Electives (4th & 5th semester)

Other Courses on Media Education

- Mobile Learning
- Flipped Classroom
- Audio- and Videoproduction
- Online- and Hybrid Learning
- Digital Storytelling
- Game-Based Learning
- ...



HSE Module Media and Information Literacy

Introductory Course

- Placing Media Literacy
- Media Education
 - Theory
 - Media Society
 - Information and Data Literacy
 - Application of Media in Education
- Introduction to Computer Science Education

Elective Courses

- Choice of 2 to 3 electives from 3 subject areas:
 - New Media in subject classes
 - Media Literacy
 - Computer science

Project Course

- Development of a subject specific media education project



Next Steps

Critical Media Literacy +

Engagement

Collaboration & Networking

Research



Thank You

Sergej Gil, Heidelberg University of Education

MLA4MedLit Conference: Teacher Education in Digital and Media Literacy,

October 19th 2022

Pädagogische Hochschule
HEIDELBERG
University of Education

HSE
HEIDELBERG
SCHOOL OF
EDUCATION