

Towards better media literacy through systematic, comprehensive, and high-quality media education – Case Finland

Saara Salomaa,
Senior Adviser

KANSALLINEN AUDIOVISUAALINEN INSTITUUTTI
NATIONELLA AUDIOVISUELLA INSTITUTET
NATIONAL AUDIOVISUAL INSTITUTE



KAVI – a state authority for media education

- National Audiovisual Institute (KAVI) is a Finnish governmental body subordinate to the Ministry of Education and Culture
- Among KAVI's legal obligations are to promote media education and a safer media environment for children
- KAVI's services for educators include providing free educational resources, trainings, information and communications
- e.g. www.mediataitokoulu.fi/en – a web portal providing a wealth of free educational resources



**Explore the phenomenon:
The narrativity of audiovisual
content on social media**

🕒 30 min. **Free**



**Explore the phenomenon:
Deepfake**

🕒 15 min. **Free**



Empathy Path

🕒 5 min -3h **Free**



**Guidelines for Media
Education in Finland**

🕒 15 min **Free**



Did you take the Clickbait?

🕒 120 min + **Free**



Digital Gold Miners: Big Data

🕒 120 min + **Free**



Media literacy as a modern life skill

- Media literacy includes competencies to use, understand and evaluate media contents as well as the skills to produce them. In addition, media literacy includes the competencies to meaningfully operate in media environments.
- Finland has a long history in promoting media literacy. Mass communication education was included in Finnish national core curriculum for basic education already in 1972.

Media education in schools and early childhood education

- Media education is a part of all curricula from ECE to upper secondary education, not as a subject of its own but as a cross-curricular theme
 - Media literacy is mainly promoted within the transversal competence area of multiliteracy = in all subjects





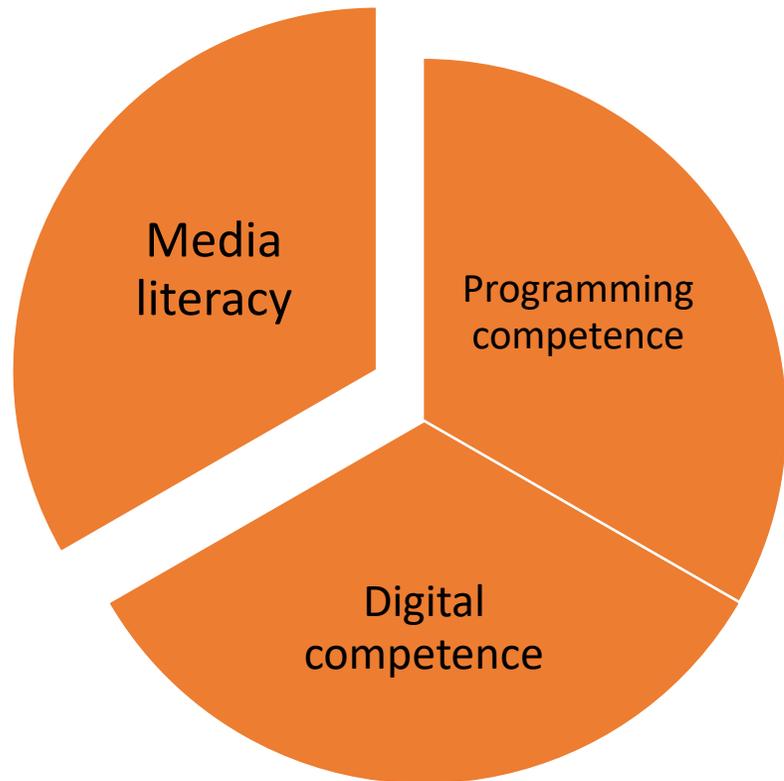
MEDIA
LITERACY
IN
FINLAND

National media education policy

National Media Education Policy (2019)

- Media literacy is seen as a civic skill, **important for all people**, and **covering all media**
- Vision for the media literacy promotion (= media education) in Finland:
 - The media education provided in Finland is **comprehensive** in terms of its content, perspectives, target groups and geographic distribution.
 - Media education in Finland is of **high-quality**, meaningful and non-discriminatory. The quality of media education is assessed and developed based on research.
 - The media education offered in Finland is **systematic** and consistent.

An example: New Literacies -development programme



- Aimed to improve quality and equality in early childhood education and care and comprehensive school education
- Funded and lead by the Ministry of Education and culture
- Implemented between 2020-2023 by two governmental authorities: KAVI and the National Agency for Education
 - + More than 100 municipal development projects, many of them running until 2024

Why New Literacies?

- Media is mentioned more than 200 times in our national core curriculum, and it should be included in all subjects' teaching
- Both teachers and pupils may be a bit unclear about what skills should be mastered at what age: clarification and resources needed
- Our mission: as many municipalities as possible include systematic promotion of these competencies in their local curricula or supplementary strategies and, consequently, teachers implement them into their teaching



And How? The implementation of the NL project



The national agencies developed competence descriptions together with expert groups for all the 3 areas, based on national curricula

What is good pedagogical practice for promoting these competencies in early childhood education and preschool?

What the pupils should know and be able to do after each grade level in basic education?



The Ministry of Education and Culture provided development grants for the municipalities

The national agencies provided support for the municipal projects with free trainings, networking events and teaching resources



The municipal projects integrate these themes into local strategies and teaching

Local trainings and resources

Support for everyday classroom practices



From the systems' level to teachers

The state, municipalities and projects can encourage teachers up to a certain point, but after all, it is up to teachers themselves to decide what they want to learn, what in-service training they want to take part in and what and how they want to teach their students.



Understanding one's own role as a media educator

- Teacher education plays an important role on what kind of media educator one becomes (Kotilainen, 2001).
- In practice, most teachers' have had only little, or no media education included in their initial training: this challenges professional awareness (Salomaa, 2023; Salomaa et al., 2017)
- Ideally, media educational consciousness (Salomaa 2016; 2023) would start to develop in initial teacher training, but it can also be a part of continuous development any time



What is media educational consciousness?

- We all have conceptions about issues such as children, education and the media. These conceptions may be conscious or unconscious, and they have an impact on how do we perceive our job with media education.
- Only the conscious processing of these conceptions enables reflection and conscious, pedagogically high-quality work.
- Media educational consciousness (MEC) is a mental formation consisting of groups of conceptions (Salomaa, 2023).
- Central to MEC is one's understanding of being in the role of media educator and the rights and responsibilities associated with this role.

To put it
very short,
MEC
includes
conceptions
of:

Why (media literacy goals)

To whom (the people you're
educating)

What (media)

How (media education practices)

How to put the MEC to work?



Reflect on your own educational work and with your colleagues:

1. What are the main objectives and values of our media education? You should first think about "why" (objectives) - only then can you answer the question "how" (practices).
 2. What we know about our students' learning and development as human beings? How does it translate into how we teach them media literacy?
 3. Do we understand the word "media" in the same way in our work community? Do we take it into account in our teaching in a comprehensive way?
 4. How do different teaching methods and environments affect what is learned?
- + How do we understand ourselves as media educators and our own possibilities for development?

Interested
in Finnish
media
education?

kavi.fi 

Media Literacy in Finland

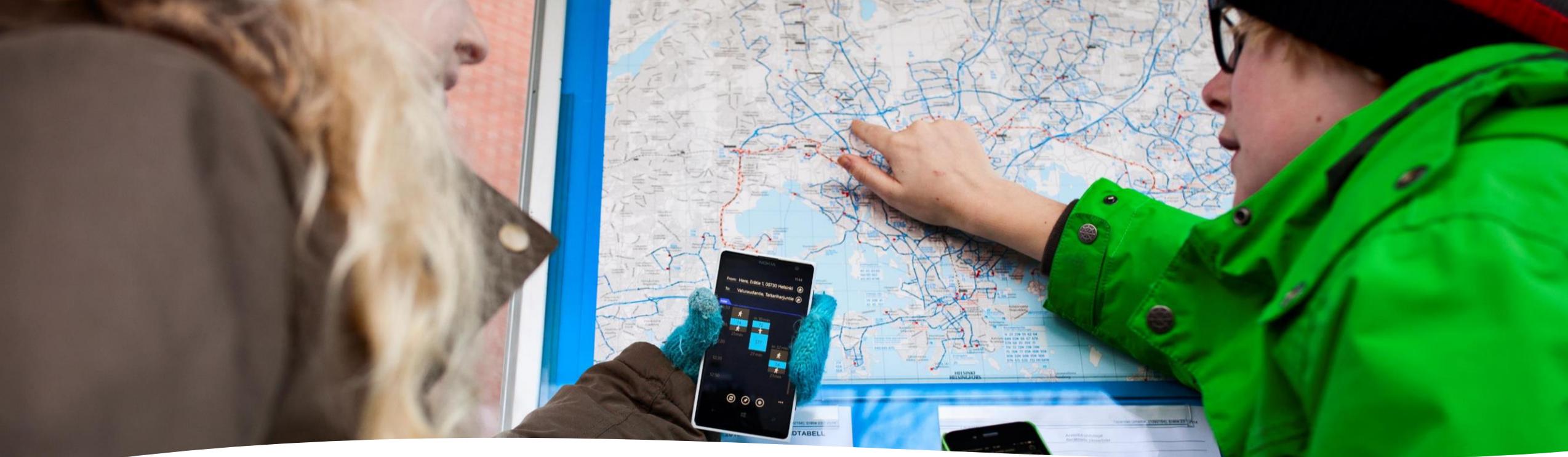
[Home](#) [News](#) [Guidelines](#) [Information about media literacy](#) [Promoting media lite](#)



Media literacy is a civic skill

www.medialiteracy.fi

www.mediataitokoulu.fi/en



THANK YOU!

SAARA.SALOMAA@KAVI.FI

kavi.fi 