

## Chapter 2

# Current Trends of Media Literacy in Europe: An Overview

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### ABSTRACT

*In this paper, the authors give an overview of the current trends of media literacy in Europe. The study titled “Current trends and approaches to media literacy in Europe”, commissioned in the second half of 2007 by the European Commission to the Universitat Autònoma de Barcelona, maps current practices in implementing media literacy in Europe and recommends measures to increase the level of media literacy in Europe. Starting with information from the study, this paper will examine the evolution of media literacy in Europe, its orientation, and its relationship with other related fields, such as media education and digital literacy to explore the emerging trends, innovations, changes, crisis points, alternatives, and so forth.*

### INTRODUCTION

“To become the most competitive and dynamic knowledge-driven economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion”, as the Lisbon European Council<sup>1</sup> (Lisbon European

Council, 2000) established, the European Union, both the Parliament and the Commission, have played an active role in the development of media literacy in Europe.

Among these initiatives we find the study titled *Current trends and approaches to media literacy in Europe*<sup>2</sup> (Pérez Tornero & Celot, 2007) commissioned, in the second half of 2007, by the European Commission to the UAB, *Univer-*

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Table 1. Models of media literacy (adapted from Pérez Tornero & Celot, 2007)

Model	Technology	Focuses	Privileged actors	Premises	Objectives	Priorities
Protection	MASS MEDIA	Moral protectionism	Tutors and Educators	Media represent risk to the moral development of children and young people	Condemnation of abuses. Protection of children and young people	Creation of control mechanisms
		Ideological Protectionism	Social activists	Media have power of manipulation and ideological control.	Acts of resistance, suggestions for alternative reading.	Social debate: condemnation and criticism
Promotion (awareness and appropriation)	INTERACTIVE MEDIA (Small and social media)	Proposal of critical reading	Educators Education Authorities Regulatory authorities	Different ways of reading media messages can be developed.	Critical reading Awareness	Critical thinking Media education in the curriculum Regulation/ self-regulation
		Production proposal	Education authorities Industry Professionals	New media facilitate the liberty to produce messages	Autonomy and personal initiative Creation of standards Innovative Production	Individual appropriation of the media Improvement of production quality
	Web 2.0	Cooperative action proposal	Communities and associations Industry teamwork	Network communication boosts cooperative media	Mediation between citizens/media Social appropriation of media	Active citizenship Participation Cooperative production Co-regulation Corporate responsibility

itat Autònoma de Barcelona. Using document analysis, case studies and the analysis of media literacy in representative countries, the study maps current practices in implementing media literacy in Europe and recommends measures to be implemented in Europe to increase the level of Media Literacy.

The aim of this paper is to give an overview of the current trends of ML in Europe. Starting from the information given by the mentioned study, we will look at the evolution of media literacy in Europe, its orientation and its relationship with other related fields, such as media education and digital literacy to explore the emerging trends of the current situation: innovations, changes, crisis points, as well as alternatives, etc. All these aspects allow us to draw a panorama of Media Literacy in Europe.

## EVOLUTION OF MEDIA EDUCATION AND MEDIA LITERACY

Educational interest in the media, which has centered on media education, or media literacy, has had different stages or origins which we will describe below, but these phases often correspond to specific focuses and models of media literacy (Table 1) and which, therefore, can coexist at the same time and in the same setting. We will still, however, present the phases in stages to facilitate comprehension and to explain the dynamic orientation of the media literacy.

- During the 1960s and a large part of the 1970s

The movie captured the attention of European teachers. Its rising influence and the emergence of new aesthetic and cultural trends boosted the interest in bringing films into schools.

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