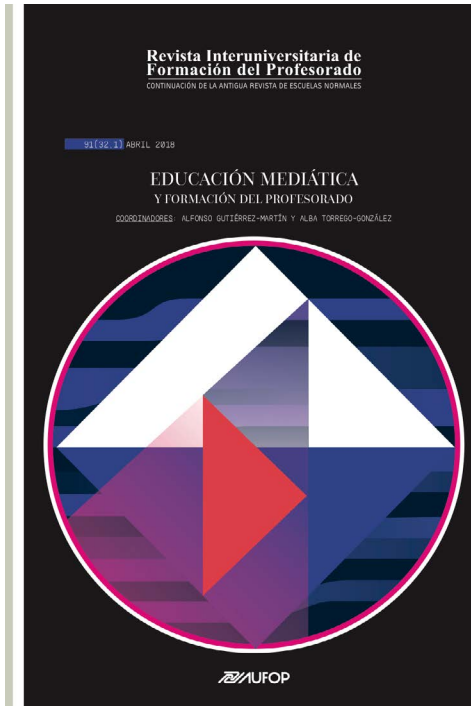


# REVIEW



## EDUCACIÓN MEDIÁTICA Y FORMACIÓN DEL PROFESORADO (MEDIA EDUCATION AND TEACHER TRAINING)

PESCADOR, J. E. P. (ed.): Educación mediática y formación del profesorado. In Revista Interuniversitaria de Formación del Profesorado (RIFOP), 2018, No. 91. [online]. [2018-11-10]. Available at: <[https://aufop.com/aufop/uploaded\\_files/revistas/15337165305.pdf#page=158](https://aufop.com/aufop/uploaded_files/revistas/15337165305.pdf#page=158)>.

The monographic number of the scientific journal Revista Interuniversitaria de Formación del Profesorado (RIFOP), indexed in the Web of Science [Emerging Sources Citation Index (ESCI)] of the Asociación Universitaria de Formación del Profesorado (AUFOP) and the Faculty of Education of the University of Zaragoza is focused on the current issue of media education of pedagogues. It provides the basis for the effective integration of media as objects of study and reflection into the school curriculum. It consists of 8 expert contributions to the topic, the authors of which are experts from selected universities in Spain, France, Portugal and Italy. We will focus on them in our review. At the same time there is 1 student article and 1 review.

The publication that has been created in the context of the Spanish educational system has its meaning beyond that territory. Preference is given to the need of development of curricular models in the field of media (with a focus also on digital media) and media education itself within the content of school education, as well as systematic programs of initial and permanent teacher training in this field. Their presence despite many guidelines of institutions such as UNESCO, the European Commission, the Council of Europe in the European educational systems is still not obvious, as Spain's example shows. The asset of the publication is also an emphasis on the concept of integrative curricular models of media education for students and teachers, which should take into account the need of analytical and reflective-assessment study of media or new information and communication technologies (ICT) more than their technical-instrumental aspect.

The editorial of the publication, Teacher Training in Media Education, draws attention to the current problem of reductionism in basic curriculum programming as well as educational programs for ICT and media educators, which prioritize their technological aspects at the expense of critical reflection. It is possible to agree that emphasis on competences is more about "know" and "know how to do" than about "know how to be" and the development of aptitudes and values remains in the limelight. At the centre of initial teacher training are thus rather educational technologies such as media education (p.12). At the same time, the issue of the prevalence of technocratic models above critical concerns the area of media education itself, on which the magazine's number is focused.

The publication responds to the given situation and thus, through selected contributions proposes the theoretical concepts or models of media education "educación mediática", respectively the wider understanding of the Spanish concept of so-called "educación mediática" (educación mediática) and its didactics in initial and permanent teacher training. Their intention is to enrich the concept of teacher education in Spain, which, like in other European countries, is based more on technical and didactic thinking about the media and ICT. It means that it is aimed at developing the ability of the teaching profession's adepts to apply them as technical and didactic tools, less than the objects of critical study in the teaching process. Suggested proposals that strive for "greater balance" (p.12) between these media concepts in teaching and educating pedagogues can therefore also be inspirational outside the territorial framework to which they are preferentially applied.

The specific concept of Media Education Teaching is offered in the first contribution called Media Education Teaching and Learning. A Proposal for Teacher Training in ICT and Media by Alfonso Gutiérrez Martín and Alba Torrego Gonzáles (Faculty of Education of Segovia, University of Valladolid), who are also the coordinators of the publication launching. This is a major study of the issue in terms of the fulfilment of the above-mentioned intentions of the work. The authors present a complex and widely conceived concept of media education didactics, which is proposed in the context of the preparation of university professionals working in the field of media education, educommunication, digital literacy or any subject focused on ICT and media. It is intended for university educators forming future professionals – educators in the field of media, but also digital technology teachers. Its specific determination defines the proposed content, which is a meaningful integration of important and up-to-date aspects related to media and ICT as learning objects as well as means (largely reflecting their positive educational and didactic potential). The next contribution called Media Education and Teacher Training. Educommunication beyond Media Literacy by Sara Osuna Acedo (Faculty of Education, National University of Distance Education, Madrid), Divina Frau Meigs (Département Monde Anglophone, University of Paris III: Sorbonne Nouvelle) and Carmen Marta Lazo (Faculty of Philosophy and Letters, University of Zaragoza) enriches the view of the mission of the media education process, respectively “Educommunication”. This paper is adequately suited to the broader context of today’s participative digital culture (Jenkins, 2008) created through information and communication technologies with a typical relational factor. (Tecnologías de la Relación, la Información y la Comunicación (TRIC). Taking into account the nature of the culture in the process of media education, the development of the individual’s ability to analyse and form media content to strengthen the critical and responsible attitude in their daily activities in the participatory process through the given “relational factor” with others, to leave their cultural and creative footprint.

The contribution Media Awareness, City Transformations: a Participatory Teacher-Training Project by Donatello Donato (Faculty of Education, Free University of Bozen- Bolzano) and Ángel San Martín (Faculty of Philosophy and Education Sciences, Universitat de València) is of a more specific nature. It represents the results of an innovative pedagogical project - a case study focused on the formation of members of the public center of elementary education in a state primary school located in a suburban neighbourhood in Valencia in visual literacy (alfabetización visual) in the context of their living space with the active participation of educators. Through the project they were also shaped in the study.

In an interesting contribution Building Global Citizenship in a Neoliberal Age: Convergences between Media Education and Digital Literacy by Aquilina Fueyo Gutiérrez (Department of Education Sciences, University of Oviedo), Carlos Rodríguez-Hoyos (University of Cantabria, Department of Education) and Michael Hoehsmann (Faculty of Education, Lakehead University, Orillia) the authors put media education, respectively digital literacy in front of the priority role namely forming digital citizenship as a precondition for the full participation of an individual in a globalized cross-company. In the context of a description of the current socio-economic phenomena in connection with new technologies such as socio-economic inequalities or digital divide and others, the key concept of digital citizenship is critical thinking (the same as by their precursors), which allows the individual to face the phenomenon, to move in the digital environment and, among other things, to “exercise his rights and freedoms in a broad and comprehensive sense” (p.59). The need of forming an active and critical citizen in the context of the virtual space is also the central idea of their own design of the competency model as the outcome of the process of digital literacy and media education. (p.64 – 65). At the same time, the authors consider the need of re- professionalization of teachers in this field.

The contribution called Media Narratives in the Initial Training of Educators: An Analysis of a Media Education Proposal through the Use of Technobiographies by José Miguel Gutiérrez Pequeño (Faculty of Education of Palencia), Eduardo García Zamora (Faculty of Education of Soria, University Campus Duques de Soria) and Inés Ruiz Requies (Faculty of Education and Social Work, University of Valladolid) has the application character. The authors, through the analysis of biographical narrative research, provide a good guide for using this attractive method effectively in the Initial Training of Educators in media education, understood as learning ecology. (p.69, also Cobo and Moravec, 2011).

An overview of the current situation and way of preparing teachers in the field of media education in Portugal is presented in the contributions by Manuel Pinto and Sary Pereira (University of Minho, Campus of Gualtar, Braga) called Experiences, Perceptions and Expectations of Teacher Training in Media Education

in Portugal. In particular, the analysis and discussion of their own experiences and results (in the form of developed participants' competences) from 4 courses of media education of 130 teachers in the form of b-learning courses and its detected limits is valuable.

In the contribution called A Holistic Model of Teaching Competence for the Digital World the authors Francesc Esteve (Department of Education, Jaume I University, Castelló de la Plana), Linda Castañeda (Faculty of Education, University of Murcia) and Jordi Adell (Department of Education, Jaume I University, Castelló de la Plana) is presented a holistic model for the development of the digital competence of a pedagogue, especially in primary education. The authors have managed to develop a quality concept that, according to their intent, this model surpasses the definition of digital teacher competence that does not respond to the model of an integral teacher, nor to a situated and holistic concept of competence, but to an instrumental vision of technologies. (p.104)

The contribution by Juan de Pablos Pons (Faculty of Education Sciences, University of Sevilla) and Javier Ballesta Pagán (Faculty of Education, University of Murcia) called Media Education in our Environment: Realities and Possible Improvements has a summarizing character and concludes the central issue of the monographic magazine number. In the context of European perspectives (framed within a European perspective) the authors outline the policy of developing the basic pillars on which an effective and functional system of media education, respectively digital literacy implemented in the Spanish educational system is to be built. In particular, it is necessary to highlight their demand for greater integration of digital competence aspects into higher education curricula that prepare professionals in the field of teaching, but especially communication. In particular, the field of communication in line with the perception of the topic is primarily disadvantaged as an educational one. Like authors, we consider it important to evaluate the teaching practice of higher education educators preparing future communication professionals. "It is necessary to detect among the educators in the field of communication if there is awareness that all communication has, for better or for worse, educational implications." (p. 129). In this way, it will be possible to implement the need for dialogue between educators and media professionals in the future, and to ensure greater participation of the media industry in media literacy processes more effectively.

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## LŽI A PŘÍLIŠ RYCHLÝ MOZEK (MEDIA, LIES AND THE SUPER-FAST BRAIN)

NUTIL, P.: *Média, lži a příliš rychlý mozek*. Praha : Grada, 2018. 189 p. ISBN 978-80-271-0716-2.

The media represent a huge role in today's world. It is difficult to discern and filter the information we need, or to assess whether it is true and comes from a trusted source. However, media interpretations are not always simple and straightforward. Understanding of the provided information requires some education and the ability to create your own opinions and your own perception of the environment. It is obvious that the media have the power to influence the behaviour of individuals, their lifestyle, their political orientation, but also to change the public opinion of the whole of society. Nevertheless, how far we get manipulated depends on each of us individually.

The book *Média, lži a příliš rychlý mozek* (Media, lies and the super-fast brain) should give us the answers. At the same time, it should assist us to understand the basic principles

of media and to help us know the terms that are very important and well described in this area. The book will help readers comprehend why the media manipulate us and why we sometimes comply. Peter Nutil, the author of this publication is an independent journalist, who has been dealing with manipulation in the media for a long time. He is also the founder and editor of the publishing site Manipulátoři.cz, which is devoted to the discovery of hoaxes, media manipulation, propaganda and all topics related to this area. He also examines the traces of psychological phenomena that silences reason in man, encourages evil and irrationality.

The author has focused on important issues such as: how we are manipulated and the misunderstanding of hoaxes, whether the media show the world what it really is, what is media literacy, and so on. A simpler understanding of these complicated terms provided by the author to the reader through answers to these pressing and important questions explains the different concepts and situations of the media we meet every day. The book is divided into two parts. The first part is entitled About us and the second part Not only about the media.

In the first part, the author focuses on human behaviour and decision making. He presents a theoretical insight into the issue, explains why we first feel, then after we think. Why our desires affect our future, how our irrationality affects us, why we are subject to group stupidity and many other interesting questions about human psychics. The second part of the book focuses more on current themes and is more practical than theoretical. The author reveals the backdrop to the media industry, explains how the media manipulate and how they get attention. In this part is included information about media literacy, media manipulation, or critical thinking. These chapters are complemented by clear and illustrative charts depicting how the media can misinterpret information and manipulate it. The other chapters are practical and deal with hoax, propaganda and hybrid threats. In conclusion, the author sets out how we can verify the different types of information on the Internet and navigate competently in an increasingly complicated information area. As the author himself states in the introduction: "The reader should be aware that this book is not a scientific study nor does it impose such ambitions. It is a popularization text in which I tried to write as intelligently as possible, regarding the readers' expectations of the text. It is a kind of an introduction and sketch of the discussed topics." The media can be considered as a kind of social institution which, in addition to the distribution of information, is also conscious of public opinion and the development of an "information society". They do not work independently, but are the result of an interaction between individual social relationships and opinions, so it is not possible to say that the media is the source of information. Media are means of communication that spread information and encourage the creation of new ones.

The book *Médiá, lži a příliš rychlý mozek* (Media, lies and the super-fast brain) is well-managed, has a logical structure, information is very carefully duplicated, which gives the reader certainty and allows him to dive deeper into the topic. Peter Nutil writes in a very comprehensible and human style, and he writes the text as if he were speaking directly to the reader. His style of writing is not overly personal and does not force his opinions. By understanding the author's comprehensible explanations, readers see how the media can manipulate them. The book helps us to find ways how to prevent media manipulation and how to protect ourselves against fake news.

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