

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>.

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 professional 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. We can agree that emphasis in 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. In 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, to 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 comunicativa*” (educación comunicativa) 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 the 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 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).

In 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) enrich 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 this culture in the process of media education the citizen has to develop the ability to analyze and create media contents, and “*also develop a critical and responsible attitude for their daily actions in a participatory process, through the «relational factor», to leave their cultural and creative footprint*” (p. 29 - 30).

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 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 active participation of educators. They were also educated in visual literacy through the project.

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 full participation of an individual in a Global Network Society. 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 own design of the competency model as the outcome of the process of digital alphabetization and media education. (p.64 – 65). At the same time, the authors contemplate the need of embark on the «re-professionalization» of teachers by incorporating new strategies for digital literacy and media education.

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 Initial Training of Educators in media education, transdisciplinary 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 the European perspectives the authors outline the policy of developing of 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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MÉDIA, 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