

A Promotion of Media Literacy Based on Group Work and Verification between the Source and News Media

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Abstract: - The study's goal was to help students critically read and solve the information contained in an aspect of the media in order to increase students' media literacy. Students received primary sources such as the press release of a company, ministry, or government office. They retrieved secondary materials such as newspapers or TV program articles about the primary material. They compared the secondary materials—the part that did not stream down—with those that streamed down as facts, and those that streamed down as opinions, and considered the similarities and differences between them. As a result, the media literacy standard scores focused on critical viewing and self-directed attitude toward media were very high.

Key-Words: - Media Literacy, Web Retrieval, Group Discussion, Newspaper in Education

1 Introduction

1.1 Media in Classrooms and Models of Media

This research, through lessons about the difference between the sources of information and news articles, allowed students to gain critical views of and a self-directed attitude toward the media. No previous studies have tried to teach students about the differences between information sources and news articles, although media literacy has been an object of study for some time. Through the progress of ICT technology, it has become possible to obtain the source of information without news articles or media by accessing sources such as the press releases of a government or a company's website.

Newspaper in Education (NIE) is a program designed to help teachers teach children about

newspapers, including how they work and how to use them. Most newspapers have and support an NIE program. It must be noted, however, that NIE programs suppose that newspaper articles are always correct, whereas in many cases, through the use of editorial rights, certain events are not conveyed and the opinions or delusions of the editor may leak into the articles. There are forgeries and misconceptions as well, too. For example, in Japan 1989 Coral Hurt by ASAHI Newspaper, in the United States, Shattered Glass written in *Vanity Fair* by Buzz Bissinger at September 1998 (made into a movie SHATTERED GLASS, 2003)[1], in Nether land, Big Donor Show.

Over the past few decades, a considerable number of studies have been made of the media, including the posture of the guard of the Media, a characteristic of Media, and characteristic of the

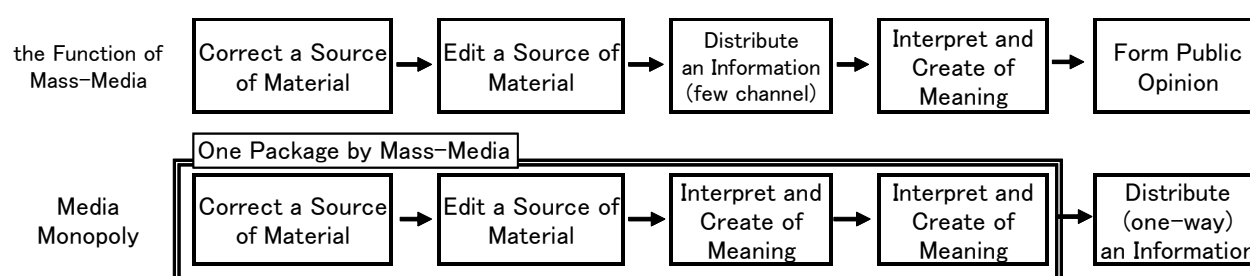
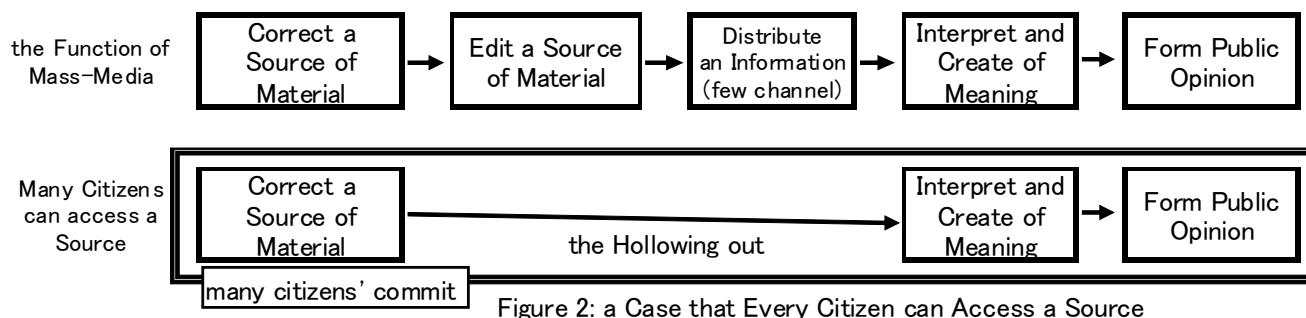


Figure 1: Journalism Model as Endo(2005)



information that the Media handle. In Toronto, Canada, the Ontario Ministry of Education provided the Key Concepts of Media Education in its Media Literacy Resource Guide [2], which consists of eight items. Sugaya [3] pointed out that the information that the media sends out is only one of the viewpoints from the consignor (media itself), and that it is necessary to understand that there are different viewpoints and events that the media streams down into the world. The existing mass-media journalism, as Endo [4] put it, has monopolized both intelligence and the interpretation of information, meaning formation and public opinion manipulation. Endo also propounded a Journalism Model, summarized in Figure 1.

Through the progress of ICT technology, it has become possible to obtain the sources of information without assistance from news articles or media. Endo's Model has been changed into that seen in Figure 2. We can hollow out of Mass-Media.

Regarding the teaching of Social Studies at schools in Japan, Yoshikawa [5] proposed four steps: (1) A Live Society Phenomenon; (2) The Choice of a Social Phenomenon by a Media; (3) The Expression of a Social Phenomenon by a Media; and (4) Interpretation of an Expression by the Reader. Step 1 corresponds to the source of information, while steps 2 through 4 are included in one package as Mass Media, as shown in Figure 1.

1.2 National Policy about Media

The people of Japan may be in danger of being guided or brainwashed by the media. Confidence in newspapers and magazines is 70.2% in Japan, according to the World Value Survey [6], whereas it

stands at 26.3% in the United States and 14.2% in the United Kingdom. In Japan, the Broadcast Act provides the media with political neutrality and prevents the distortion of the truth. Nevertheless, editorial rights, forgery, and misconception still exist, as mentioned above.

In the United States, on the NPO side, the Children's Express was founded in 1975. This was a news agency reported and edited by children and teenagers between the ages of 8 and 18 [7]. It has since divided into several organizations, including Children's Pressline (New York), Y-Press (Indianapolis), 8-18 Media (Marquette), and so on. On the government side, in 1987, the Federal Communications Committee decided to abolish the fairness doctrine; for example, the *New York Times* was allowed to state that its editorial board strongly recommended that Hillary Clinton be selected as the Democratic nominee for the 2008 presidential election.

In the United Kingdom, Ofcom was established as a body corporate by the Office of Communications Act 2002, which is the regulator for the UK communications industries, with responsibilities across television, radio, telecommunications, and wireless communications services. It defines media literacy as "the ability to access, understand and create communications in a variety of contexts." At a more advanced level, it moves from recognizing and comprehending information to higher-order critical thinking skills such as questioning, analyzing, and evaluating that information. This aspect of media literacy is sometimes referred to as 'critical viewing' or 'critical analysis.'

2 The Objectives of Research

For the final purpose of this study, an important point will be found for ability to make sure of the truth of the information, upbringing of the ability to see through what is not conveyed. We have already researched based on the Key Concepts provided by Ontario Ministry of Education [8].

In this research, we deal with students' critical viewing and self-directed attitude toward the media. The lessons about the differences between the source of information (original information) and news articles allows students to find the editorial rights of the media and develop critical views of the media. This ability helps them to avoid the use of editorial rights, the delusion of the editor in articles, and forgery/misconception, as mentioned before. The teacher does not intervene with the students in this case, so the influence of the teacher's property of media [9] is as low as possible. Through this practice in particular, students may temporarily develop distrust for the media in a series of processes, but place it when it is one phase on wearing such ability.

3 Methods

Thirty-eight juniors at a technical college participated in this lesson. They were divided into ten groups. The subjects proceeded through the following four steps. Each step corresponds to one of Yoshikawa's.

1. [Search for Source Materials] The students retrieved materials that an origin of release oneself showed, such as a government webpage or a press release from a company. The contents were not restricted, so students discussed and dealt with these materials by their own choice.
2. [Gather Two or More News Articles about the Material Found in Step 1] The students gathered two or more articles from a newspaper, which were obtained from a library or website, or a television program recorded on video or obtained from YouTube.
3. [Classify Which Items News Articles Reported or Did Not Report, and Consider Why They Did Not

Report Them] Students discussed their materials in order to find the items that were not reported by the media and the differences among news articles. They compared the secondary materials, the parts that did not stream down, the parts that streamed down as facts, and the parts that streamed down as opinions, and considered their similarities and differences.

4. [Presentation] The students presented the results of their efforts.

The subjects were given their assignment on the 10th of October; they worked for 180 minutes in class and many hours outside of class. The presentation was held on the 12th of December.

A questionnaire used in an earlier study [10] was conducted in order to measure the transformation of the critical viewing and self-directed attitude toward the media, which was measured on a 4-point scale. In this research, the ratio of faith in the media was added to the questionnaire.

4 Results

4.1 Student Treated Materials

The contents were not restricted, so that students discussed and dealt with materials by their own choice. Various topics were presented, from politics to computer games; these included Election 2008 (Japanese and US newspapers), India Tellurium (Japanese and US newspapers), China's Food Camouflage (Japanese and Chinese newspapers), Computer Contents (streaming videos from YouTube), the reverse incident of the escalator (streaming video from a TV station), and Computer Games (press releases and trade papers). The source materials were also varied; these included materials from the Ministry of Foreign Affairs, commercial messages, and official score archives.

Some of the presentation slides included scanned newspaper articles, compared in a true-false form every point of view, and compared with source information and Media information by True/False list style.

Table 1: The Result of Questionnaire

		Avg.
Critical Viewing	1 All information a journalist collected becomes the article. (Reverse Item)	1.79
	2 It feels to be the same even if music (BGM) changes in the same scene of TV. (Reverse Item)	1.89
	3 The person making news program does not wish to please an audience. (Reverse Item)	2.37
	4 Even if anyone watches the same program, it is understood in the same way. (Reverse Item)	1.76
	5 The impression of the article is emphasized so to be popular on commercial message.	3.24
	6 What was broadcasted on TV can come into fashion.	3.24
	7 The way of thinking of people is affected much how TV and a Newspaper convey information.	3.26
	8 There can be exaggerated expression on TV	3.37
	9 The way of a Newspaper or TV convey can not be fair.	3.42
	10 There is a book I thought to be exaggerated.	2.84
Self-directed Attitude	11 You look for what you want to know more on a book or the Internet than asking a person.	2.87
	12 You usually watch news program and on TV.	3.05
	13 When you search a new item, you consider to be most suitable for it among book, Newspaper or the Internet.	2.32
	14 You are enough on TV to get the information that you want to know. (Reverse Item)	1.74
	15 You use not only TV but also Newspaper or the Internet to get a new knowledge.	2.89
	16 It may cost some money in order to get necessary information.	2.55
	17 You are worry when you do not know in your favorite or interest items.	3.11
	18 You cross-check the Newspaper, other TV stations or the Internet not to swallow an information on the TV program.	3.21
	the faith of Media	56.61

4.2. Scores and Students' Views of the Media

Table 1 shows students' scores. All items except Item 13 are high. Item 13 is lower because students belonged to the Department of Computer Science and were accustomed to retrieval on web search engines. They choose to use the web rather than books or newspapers. Students' comments (views of the media) were classified into two categories: [Media Attitude of Convey], [Citizen Attitude for Receiving and Judgment of Information].

[Media Attitude of Convey] "Since a person collects information, there is no help for the fact that an artificial item increases into partial contents, but I think that Media had better stop intentionally hiding information, even if a problem involves ideological issues." "In a democratic country, the media's ability to influence public opinion is great, and carries a large responsibility. The media should not be allowed to create the opinions of the public like propaganda and should make sure the news is transmitted fairly."

[Citizen Attitude for Receiving and Judgment of Information] "An expression method changes not only by the tendency of the media, but also the partner who wants to tell, but a user should understand it. There is

not the inconvenience even if Media is eccentric for the moment." "I have understood that it was a danger to depend on some types of media. I read other media by myself and must consider it if I want an objective opinion." "I have studied in this lesson even the same matter different by each news gives various impression by examining various second sources this time. Therefore, I compared information and tried to choose the correct thing."

4.3 Analysis of the Group Discussion

Argument contents of two groups here and analyze it about three points discusses. The part enclosed in the a rectangle is one dialogue.

4.3.1 How to get a source of information

M "How about a fixed case?"
Y "Is it difficult to get source data?"
S "It is. Then I will not deal with it."
Y "How about the case of a konnyaku field? It is easy to search on the Web?"
S "It seems to be easy to search the Web, and is not it good by choice?"
M "Then it is one choice."

I "It is mentioned a joint interview in the case of a kidney bean."

S "I can immediate cut it when I watch Yo-kado and Nichirei."

M "It will appear in tomorrow's newspaper."

These three dialogues are about the degree of difficulty of obtaining the source of information. In the first dialogue, the students expect that the source of information is not available and are going to change their theme. In the latter two dialogues, they think it will be easy to obtain the source of their information. The existence of the source information is required not only for the comparison between the news articles but also for the comparison of the source with the news. There are some articles with no source information, depending on each case.

4.3.2 Difference between the Japanese Media and the Foreign Media

Y "The news that Japanese researchers won the Nobel Prize is conveyed quite differently in Japan than it is in other nations."

N "The article seems to be quite different in a Japanese newspaper as compared to that in a foreign newspaper."

I "The Chinese Media does not convey the scale of the damage."

Y "The Japanese Media does not say that an investigation team has started work in China."

S "Japan goes with the detection from a bag, but it is assumed that it was detected in China by a bean."

Y "China does not convey the details of the damage."

N "It is not necessary to disturb on brand image of the own country daringly."

These students mention a difference between the Japanese media and the foreign media. In the first dialogue, they discuss a general impression of the foreign media, while in the second, they refer to the article from a Chinese newspaper publishing company. They suppose the reason that reached the difference of the contents and such a posture at a point of view between both countries, as a help to think about on the occasion of the choice of contents to treat in this lesson.

4.3.3 Differences between Sources and Media

M "The same items with the source?"

S "There are not the details of the quantity of detection. Because China Media depends on the Japanese Media, of course there is not it."

I "The process of the accident does not write it with Media."

Y "The source has a laboratory method."

M "Is it controlled for the enumeration of the fact for image maintenance to be different?"

I "Both media sources convey the death of the Japanese and the fact of the case outbreak."

Y "Newspaper Y conveys the use of weapons."

S "Newspaper A conveys the injured person lets you settle."

Y "Both newspapers provide a lot of details about the case."

M "It expresses to be different, because of the Media about a tellurium and the source information promotes voyage postponement."

These students argue about the reason that about each of source and Media, what are described and what are not described, an important point where each source or Media emphasis, the same points or the different ones. As a result, both dialogues reveal the objective differences between each information source.

Sometimes an item does not appear in the news media, and when it does, it appears as a fact. We (the readers) need to develop techniques to reach an objective point of view.

5 Conclusions

In this research, through lessons about the difference between the source of information and news articles, students discovered the editorial rights of the media and developed critical views of the media focused on critical viewing and a self-directed attitude. Through this practice, students discovered the editorial rights of media and mentioned that assuming choice by the Media an opinion about the posture to receive information and the necessity of the crosscheck.

Our next study will be that the detailed analysis of an argument performed between students and those of the presentation, and further practice for another students or teachers. Our ultimate research question is how to find and retrieve the original source of information conveyed in the media.

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