

Communications overview

An introduction

October 2015

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Introduction

- ▶ Media, culture and society:
 - Media as technologies,
 - structures and
 - content
- ▶ Media in Maltese Society
 - Their role in our society

Introduction

- ▶ **Media Ethics:**
 - More than journalistic ethics
 - Doing what is right not what is convenient
- ▶ **Media Education:**
 - Empowering media audiences

Media as technologies

- ▶ What happens if the Internet disappears from the face of the earth?
- ▶ What happens if TV disappears?
- ▶ What happens if radio disappears?
- ▶ What happens if print technology disappears?
- ▶ A day without technology
- ▶ <http://www.youtube.com/watch?v=lvgbthJBQN4>

Media as technologies

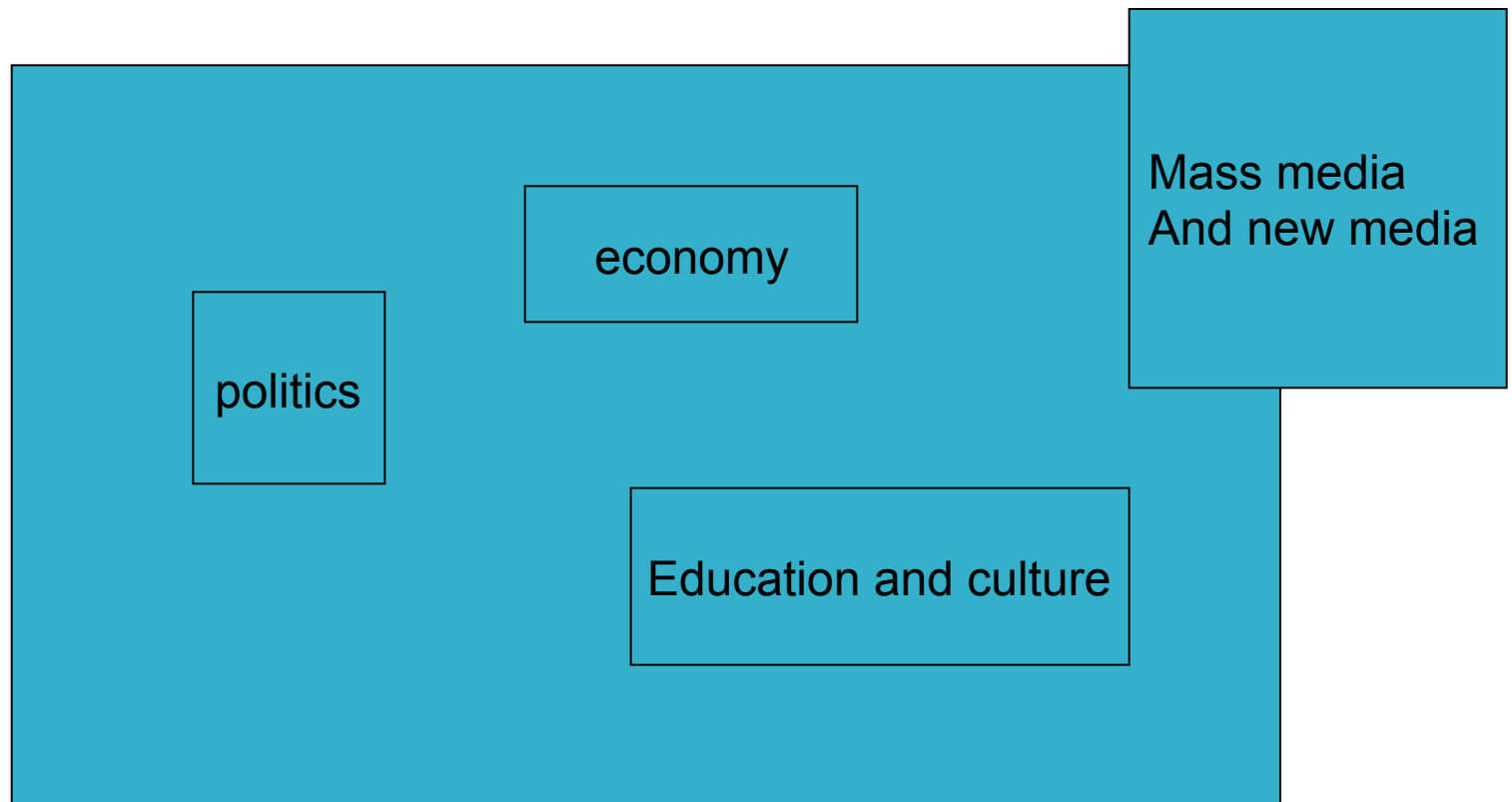
- ▶ Imagine Moses on Mt Sinai with a laptop not stone tablets.
- ▶ For Innis the things that words are written on are more important than the words themselves.

Media as technologies

- ▶ “The Global Village”
- ▶ “The medium is the m(e)assage.”
 - – McLuhan

Many as structures

- ▶ Media are one structure out of many



Society influences the media

- ▶ Society influences the development of the media through its:
 - Political system
 - Economy and industry
 - Religion and culture
 - Laws and education

Society influences the media

- ▶ Can you give examples how societal structures we just mentioned influence the media in Malta or in your country?
 - Political system
 - Economy and industry
 - Religion and culture
 - Laws and education

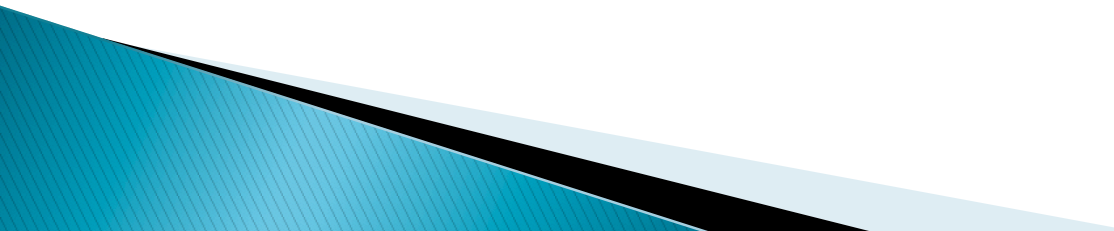
Society influences the media

- ▶ Society within the context of globalisation.
- ▶ How does globalisation influence the media in Malta or in your country?
 - Imported programmes
 - Copied genres
 - “foreign” world views and value systems
 - Financial dimension
 - Globalisation and the media
 - <http://www.youtube.com/watch?v=Vyfv2iXylkl>

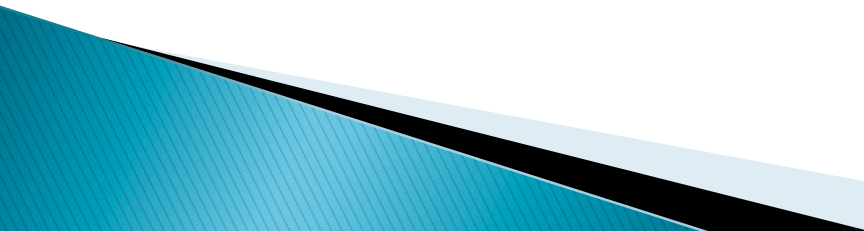
Media as businesses

- ▶ More concentration and conglomeration
- ▶ Ownership structures
 - Commercial
 - Opinion oriented
 - Public service

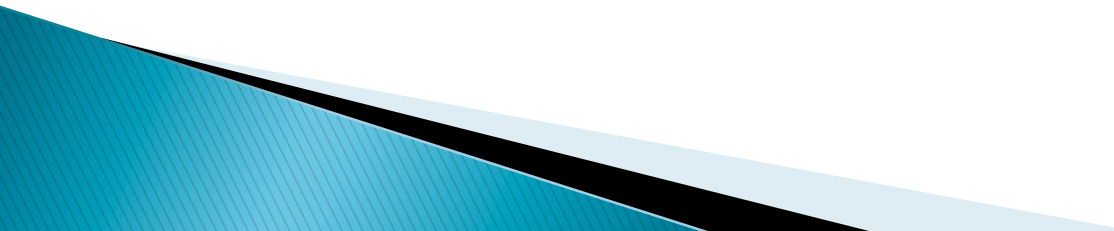
Media content

- ▶ Surveillance of the environment
 - ▶ Correlation
 - ▶ Entertainment
 - ▶ Advertising
 - ▶ Advocacy
 - ▶ Or is it mainly entertainment?
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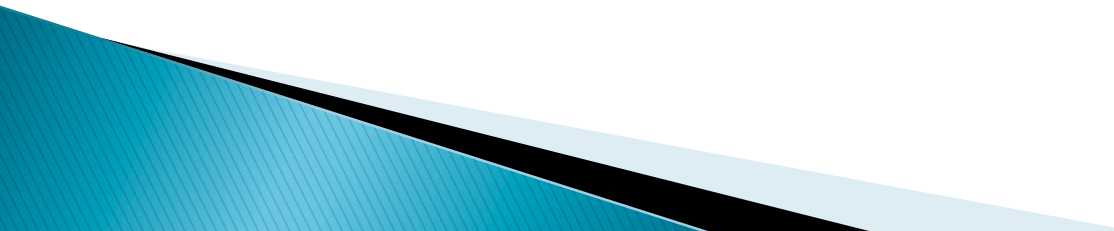
Media influence audiences

- ▶ Is there an effect on audiences?
 - ▶ What is the relationship between audiences and the media content?
 - ▶ Are audiences blotting papers or bosses?
 - ▶ Are they active or passive?
 - ▶ Long history, varied debate in media studies
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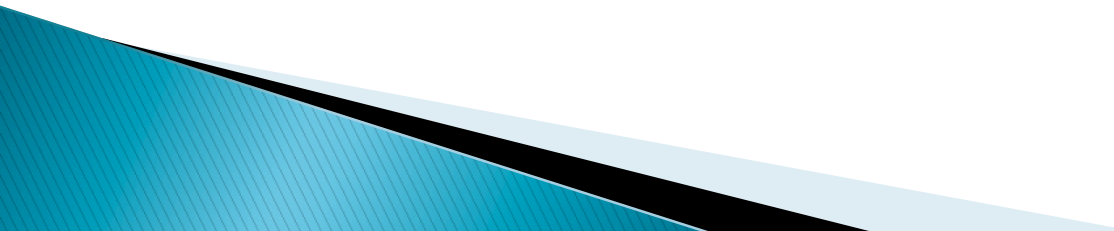
Different theories on effects

- ▶ There are theories which emphasise the societal dimension. E.g. Two step flow
 - ▶ There are theories that emphasise the personal/psychological dimension. E.g. Selective exposure.
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Different theories on effects

- ▶ There are theories that emphasise the power and effects of the media. E.g. Hypodermic Model
 - ▶ There are theories that emphasise the strength of the audiences. E.g. Uses and gratifications.
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What is an effect?

- ▶ An effect implies change. It could be that from “A” you become “B” or from “A” you become “A+”
 - ▶ It can imply a change in:
 - Information
 - Attitudes
 - Behaviour
- 

Depends on ...

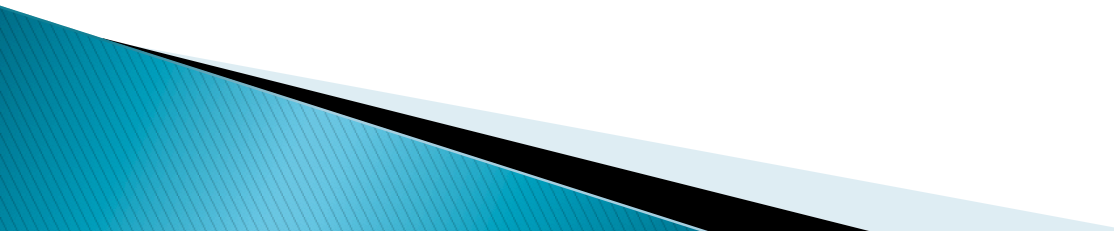
- ▶ The strength or weakness of media effects can depend, among other things, on:
 - The pervasiveness and credibility of the media.
 - How wide is media coverage and how consonant it is with other media coverage
 - The amount of contrary public opinion against it or for it.
 - The ability of the audience to be critical readers
 - How ingrained is a particular position in society

- ▶ Media and ethics
- ▶ <https://www.youtube.com/watch?v=EUtmlhx2Z7E>

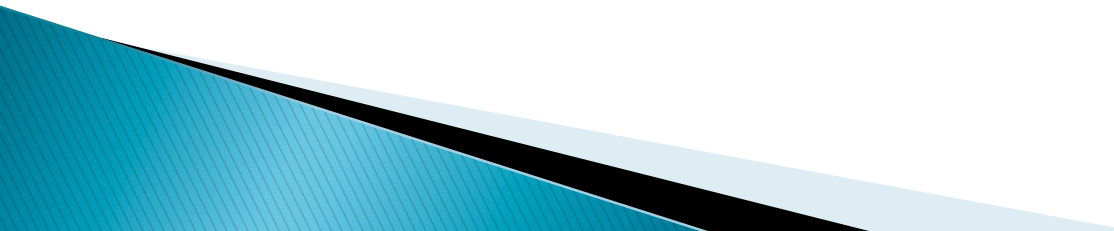
Media ethics

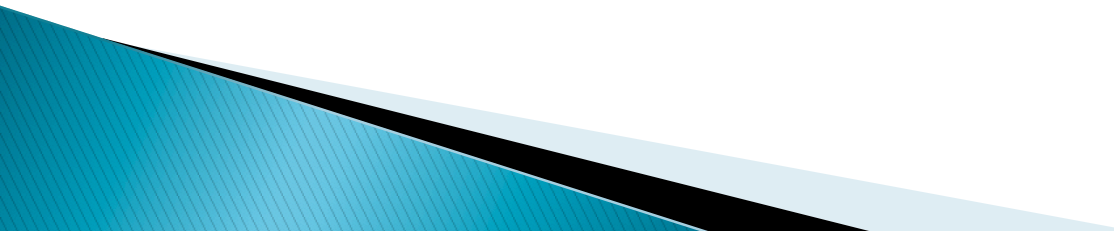
- ▶ Ethics are not a restriction of freedom but a guarantee of media quality.
- ▶ Ethics are not subjective.
- ▶ Ethical decisions are reasoned decisions.
- ▶ Ethical media enhance human dignity.
- ▶ Ethical media give a voice to the voiceless
- ▶

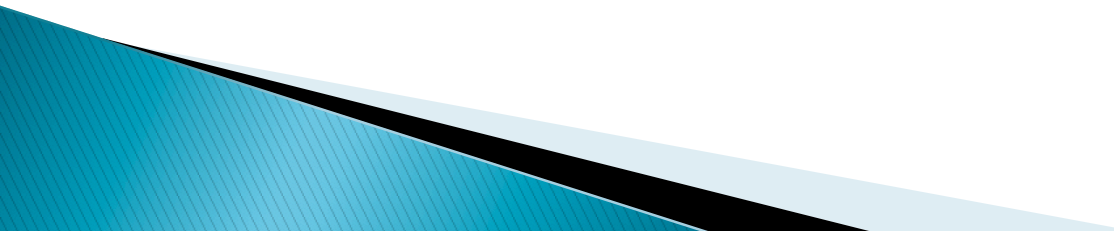
Media ethics

- ▶ Ethical media serve humans not capital.
 - ▶ Ethical media promote international solidarity.
 - ▶ Ethical media serve the common good not sectorial goods.
 - ▶ Ethical media serve the right of information while protecting privacy
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Media ethics

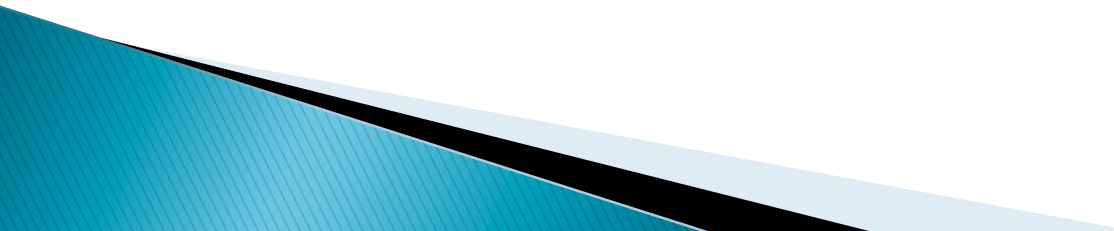
- ▶ Ethical media are accurate and truthful while shunning sensationalism.
 - ▶ Ethical media do not propagate stereotypes.
 - ▶ Ethical media do not only depend on journalists and producers but also on audiences.
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- ▶ During the course we discuss:
 - Different ethical theories
 - A holistic approach to media ethics: not just content but also structures, persons, systems and technologies
 - A method: Potter's Box
 - The relationship between media law and media ethics
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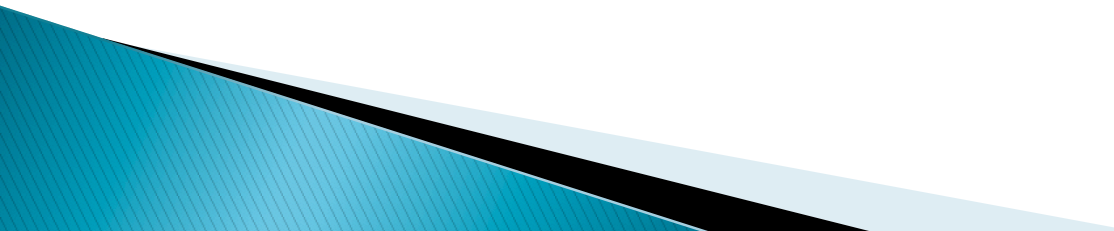
- ▶ We also discuss issues concerning content:
 - Truth and accuracy
 - Deceit and entrapment
 - Privacy
 - Editorial and advertising
 - Entertainment
 - Audience ethics
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- ▶ Media education
- ▶ <http://www.youtube.com/watch?v=Gsmhujh-EF4>

Media education

- ▶ If people live by the sea it is better to teach them to swim than to build a wall.
 - ▶ Empowering people and enhancing their enjoyment.
 - ▶ Media education is not using media in education.
 - ▶ It is not educational broadcasting.
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Media education in Malta

- ▶ 1980: Training for teachers and informal teaching in some schools
 - ▶ 1981. Subject formally introduced in four church schools
 - ▶ Malta is one of the seven European countries where media literacy has for many years been a component of the school curriculum (European Commission, 2007)
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Role in curriculum

- ▶ Programme developed in Malta:
 - an experiential approach
 - exploring different media languages
 - and their use rather than taking a judgmental and moralistic attitude.
 - akin to the aesthetic and communicative model explained by Minkkinen (1978).

Media education

- ▶ **Formal or aesthetic aspects.**
 - Students are familiarised with the conventions of the language of different media. As a result students will be able to “read” the media.
- ▶ **Content aspect**
 - Students are also empowered to assess critically the message that the media present and be able to judge the values and life styles portrayed.

Media education

- ▶ **Societal aspects**
 - Students learn that media messages are produced by organizations with definite ownership structures and which operate according to particular production techniques. These organizations work within a society which influences the media while it is itself influenced by the media.
- ▶ **Production aspects**
 - Students are helped to "write" with the media by being given the possibility and the opportunity to express themselves through their own productions.

Books used in primary schools

- ▶ Primary schools books are basically workbooks.
- ▶ Information is intentionally held to a minimum
- ▶ Practical activities are emphasized.
- ▶ Students learn more by actively involving themselves.
- ▶ Emphasis on the media languages and media production.
- ▶ Basic elements of the language of TV, newspapers, magazines, picture stories, radio and signs. TV is given the most importance.

MEDIA WORKBOOK



GRADE **4**

MEDIA WORKBOOK



MEDIA WORKBOOK



M MEDIA
CENTRE

Books used in secondary schools

- ▶ *Exploring Media Languages. Media Education for Form 1.*
 - Discusses the language of different media
- ▶ *Exploring the Media Landscape. Media Education for Form 2.*
 - Discusses media and society and media content
- ▶ The experiential method is far from abandoned.

Exploring Media Languages

Media Education for Form I

JOSEPH BORG
MARY ANNE LAURI



Illustrated by MARISA ATTARD

Exploring the Media Landscape

Media Education for Form 2

JOSEPH BORG

MARY ANNE LAURI



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