Behind the concepts of multiliteracies and media literacy in the renewed Finnish core curriculum: A systematic literature review on peer-reviewed research

Lauri Palsa
PhD student, University of Lapland
Project Researcher, KAVI

Heli Ruokamo
Professor, University of Lapland

Contents

- 1. Background of the study
  - Multiliteracies in the renewed Finnish core curriculum (FNBoE 2014)
  - Discussion about the concept of media literacy
- 2. Methodology
- 3. Findings
  - Data
  - Multiliteracies: Outcome / Pedagogical approach?
  - Theoretical framework for media literacy

Background of the study

1) Curriculum reform in Finland

- New curriculum is comissioned in 2016 (Basic education)
  - Core curriculum was introduced in 2014
- 7 new transversal competences
  - Including *Multililiteracies*

2) Conceptual discussion about *media literacy*

  - No consensus about definition (Martens 2010; Potter 2010)

Multiliteracies in Finnish national core curriculum (FNBoE 2014) (1/2)

- Transversal competence (developed in every subject → outcome)
- Based on broad understanding of text
  - Texts are information presented through different symbolic-systems (linguistic, visual, auditive, numeric, kinestetic or mix)
  - Can be interpretated and created in various forms (written, spoken, audiovisual and digital)
- ”Multiliteracies means an ability to acquire, mix, remix, create, present and evaluate information in different forms, different environments, situations and through different tools.”

Multiliteracies (2/2)

- Multiliteracies include different literacies
- Cultural multiliteracies can be enhanced with media education

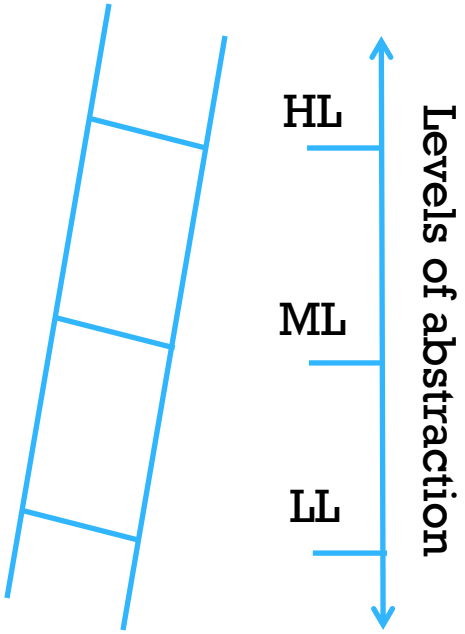
- Relationship with media literacy?
- Broadness of the concept – Conceptual clarity?

Hegelian night

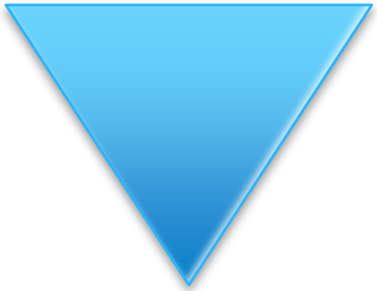
- ”…’conceptual stretching’ is dangerously conducive to the Hegelian night in which all the cows look black (and eventually the milkman is taken for a cow)…” (Sartori 1970, 1040).

- --> A Concept of no difference?

Sartori (1970) Ladders of abstraction



Extension



Where the concept applies

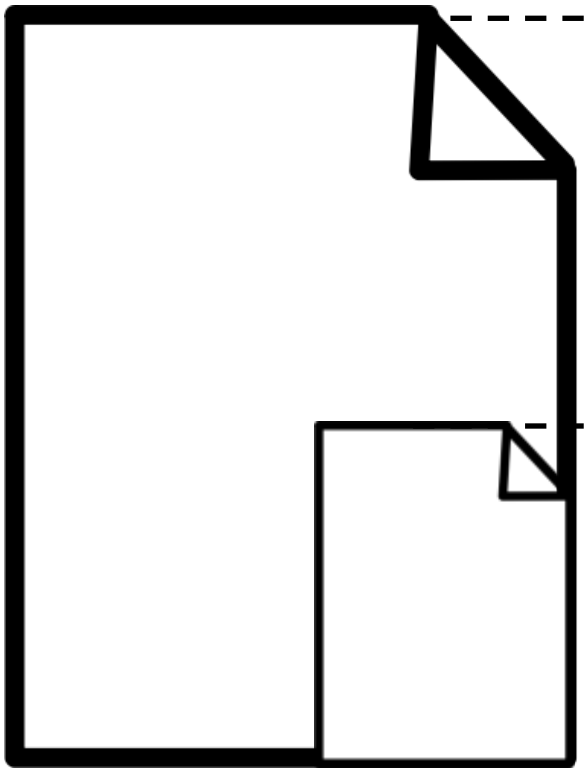
Intension

Collection of properties

Methodology

- Systematic literature review
- International research articles
  - Multiliteracies and media literacy studies (keywords)
  - Peer-reviewed
  - Published in English
  - Research-articles (Theoretical / Empirical)
  - 2010 – 2014 (Martens 2010; Potter 2010)
- Multidisciplinary databases: [ERIC (ProQuest), Academic Search Elite (Ebsco), ScienceDirect (Elsevier), SpringerLink, SAGE Journals and Emerald Journals]

Search of the studies



711

Exclusion:
- Duplicates
- Other literature types (For example: colums, reviews, editorials)
- No relevant keywords
- Language

237

→

- Media literacy articles 188
- Multiliteracies articles 49

Data analysis

- Qualitative content analysis (Finfgeld-Connett 2014; Hsieh & Shannon 2005)
- Sample sizes: 14 for both
- Random sampling (SPSS)
- Focus on the definitions of the concepts and data/methods used in the research

Findings

- Methods used in the analyzed articles

Methods	Media literacy research	Multiliteracies research
Qualitative	3	7
Quantitative	4	1
Mixed-method	2	1
Theoretical	5	5

Multiliteracies: Pedagogy

- In most articles understood as pedagogical approach
  - In line with original New London Group article (1996)

"What?"	"How?"
Available designs	Overt instruction
Design	Situated practice
Redesigned	Critical framing
	Transformed practice

"We implemented the New London Group's (Cope and Kalantzis 2000) pedagogy of multiliteracies in 2 year two (14-year-old) English language classrooms, in collaboration with their language arts teacher (Tan and Guo 2009, Tan et al. 2010). The New London Group's (Cope and Kalantzis 2000) pedagogy of multiliteracies was suitable for the school as it offered a framework for the collaborating teacher to include a range of semiotic modes of meaning making in a wide array of multimodal texts that the students were likely to encounter in their everyday lives." (Tan & Guo 2013, 31).

Multiliteracies: Outcome

- *"In this study, multiliteracies is used to refer to the ability to interpret and construct different possibilities of meanings made available by differing text-types associated with digital technologies and multimodal texts such as the Internet, video games, digital video, visual images, graphics and layouts."* (Ajayi 2011, 398)
- In line with definition in the Finnish core curricula

Media literacy definitions

- Many different definitions → No consensus
  - Differences in the level of precision and in-depth (cf. Ashley et al. 2013; Mizuno, et al. 2010)
- Defined as an outcome (of media education, Chu & Lee 2014)
- Umbrella term, which includes various subsets
  - News media literacy (Ashley et al. 2013)
  - Alcohol and tobacco media literacy (Chang et al. 2014)
  - Public relations literacy (Holladay & Coombs 2013)

Theoretical framework for media literacies

High level of abstraction	Media literacies
Medium level of abstraction	Different subsets of media literacy
Low level of abstraction	Contextualized media literacy definitions

- Questioning the endeavor for one universal ”fit-for-all” media literacy concept
  → Media literacies
- Different abstraction levels have different roles
  (Theoretical discussion, contextualized research)
- Different subsets (News media literacy, alcohol and tobacco media literacy)

References

- Ajayi, L. (2011). A multiliteracies pedagogy: Exploring semiotic possibilities of a disney video in a third grade diverse classroom. *Urban Review*, 43(3), 396-413.
- Chang, F., Miao, N., Lee, C., Chen, P., Chiu, C., & Lee, S. (2014). The association of media exposure and media literacy with adolescent alcohol and tobacco use. *Journal of Health Psychology,* 1-13.
- Cope, B. & Kalantzis, M. (eds.) (2000) *Multiliteracies: Literacy learning and the design of social futures.* Routledge: London.
- Finfgeld-Connett, D. (2014) Use of content analysis to conduct knowledge-building and theory-generating qualitative systematic reviews. *Qualitative Research*, 14(3), 341-352.
- Hsieh, H. & Shannon, S. (2005) Three Approaches to Qualitative Content Analysis. *Qualitative Health Research,* 15(9), 1277-1288.
- Martens, H. (2010) Evaluating media literacy education: Concepts, theories and future directions. *Journal of media literacy education,* 2(1), 1-22.
- New London Group. (1996) A pedagogy of Multiliteracies: Designing social futures. Harvard Educational Review, 66(1), 60-92.
- Potter, J. (2010) The State of Media literacy. *Journal of Broadcasting & Electronic Media* 54(4), 675-696.
- Tan, L., & Guo, L. (2014). Multiliteracies in an outcome-driven curriculum: Where is its fit? *The Asia-Pacific Education Researcher*, 23(1), 29-36.