

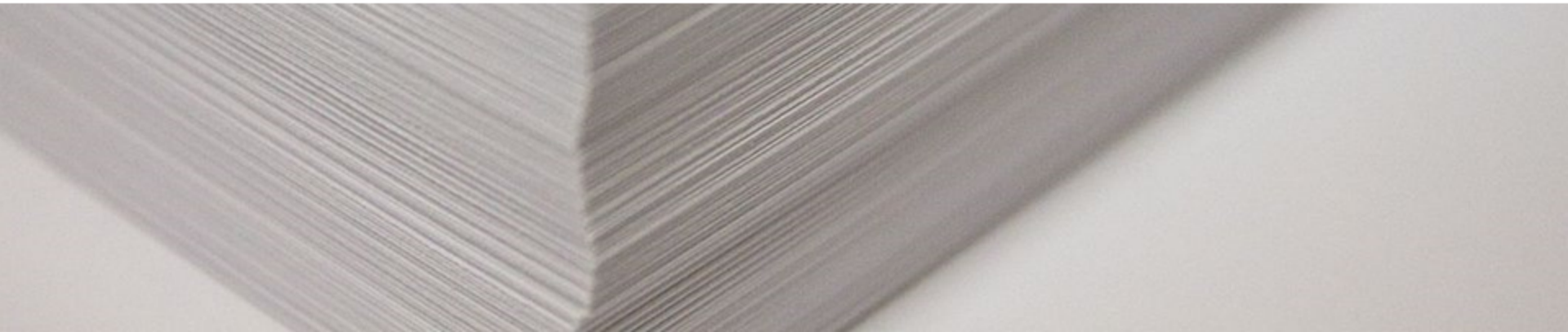


Media literacy in the Finnish policy framework

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MEC 2019, 24.4.2019

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Updating the Finnish media literacy policy in 2019

- Media literacy and media education has been part of the Finnish policies for a relatively long time
 - Part of a broader policies, such as educational policies (Ruokamo, Kotilainen & Kupiainen 2016)
 - Specific media literacy policy: the Good media literacy – National policy guidelines (MoEC 2013; Dunås 2013)
 - In 2018, the programme for media policy stated media literacy to be strengthened and media education to be aimed for new groups (MoTC 2018)
 - By updating the national media literacy policy
 - Ministry of education and culture assigned KAVI to update the national media literacy policy in 2019
 - Process consist of different ways to collect data:
 - Open web survey
 - Local planning events
 - Expert interviews
 - **Review of policies**
- **Analysis for policy / analysis of policy (Ozga 2000)**

Policy framework

The Finnish Government can be understood, on the one hand the decision-making body for governmental and administrative matters consisting of the Government plenary session and the ministries

Ministries publish documents as part of their institutionalized practices. Documents can be different in their nature, are interrelated in different ways, are hierarchical and have various aims, from guiding concrete actions to saving and sharing information (Uusitalo 2015) → Policy framework

Aim of the policy analysis is to understand the role of media literacy and media education in the Finnish governmental policy framework



PRIME MINISTER'S OFFICE
FINLAND

Prime Minister's Office



Ulkoministeriö
Utrikesministeriet
Ministry for Foreign
Affairs of Finland

Ministry for
Foreign Affairs



MINISTRY OF JUSTICE
FINLAND

Ministry of Justice



Ministry of the Interior
Finland

Ministry of the Interior



Puolustusministeriö
Försvarsministeriet
Ministry of Defence

Ministry of Defence



MINISTRY OF FINANCE

Ministry of Finance



Ministry of
Education
and Culture

Ministry of
Education and Culture



Ministry of Agriculture
and Forestry of Finland

Ministry of Agriculture
and Forestry



MINISTRY OF TRANSPORT
AND COMMUNICATIONS

Ministry of Transport
and Communications



Ministry of Economic Affairs
and Employment of Finland

Ministry of Economic
Affairs and Employment



MINISTRY OF
SOCIAL AFFAIRS AND HEALTH

Ministry of Social
Affairs and Health



Ympäristöministeriö
Miljöministeriet
Ministry of the Environment

Ministry of the
Environment

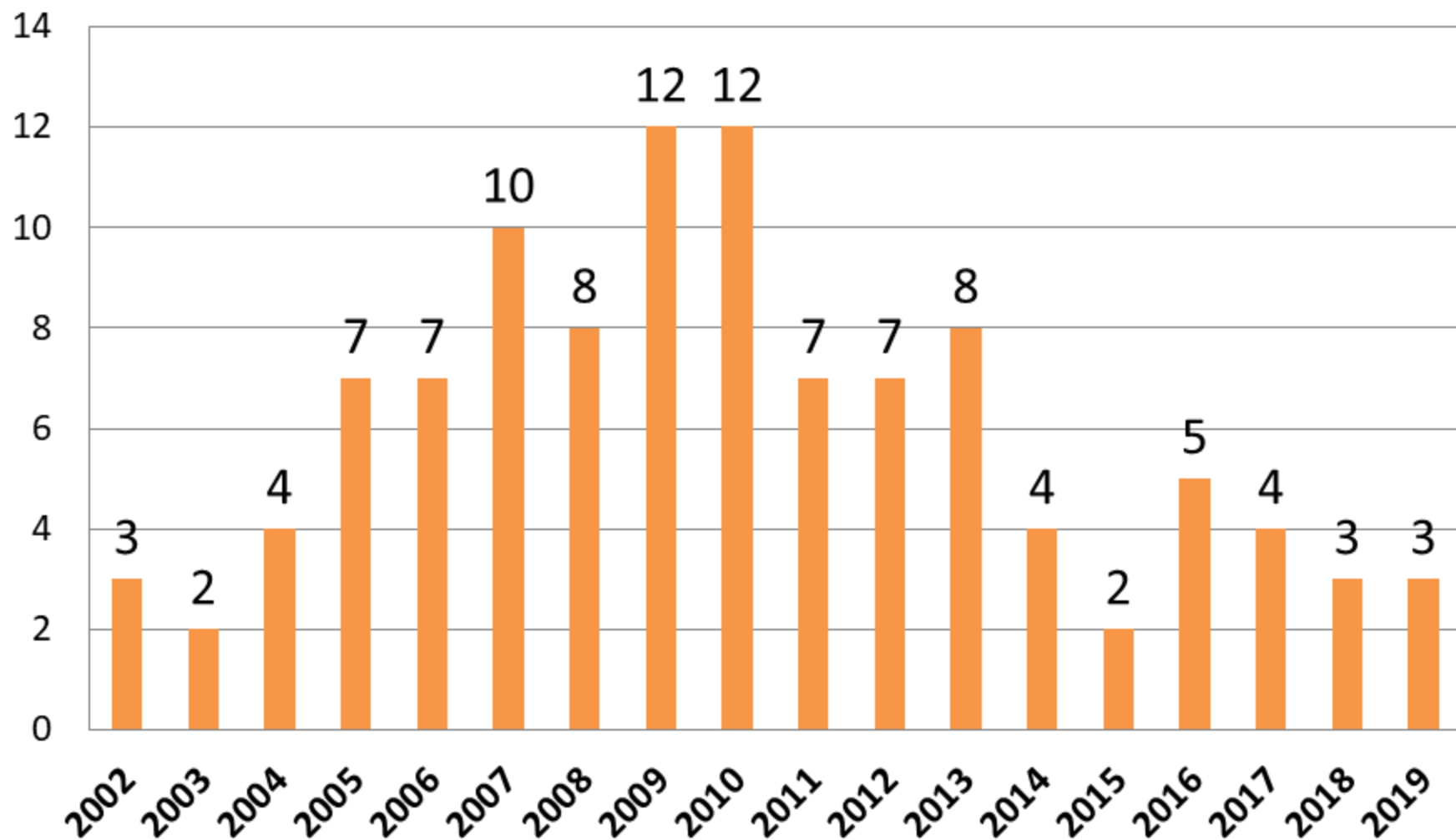
Data collection

- Focus in the governmental documents published by the ministries
 - (Out of the scope: Parliament and the President, political parties, administrative agencies and boards)
 - Publications searched and collected electronically from the Institutional repository for the government (i.e. database)
 - Search terms (all text):
 - media education (*mediakasvatus*)
 - media literacy (*medialukutaito*)
 - Time scope: 2002-2019
- Final data consist of 108 governmental documents: Strategies, guidelines, reports, publications, recommendations, proposals, memorandums, plans for actions

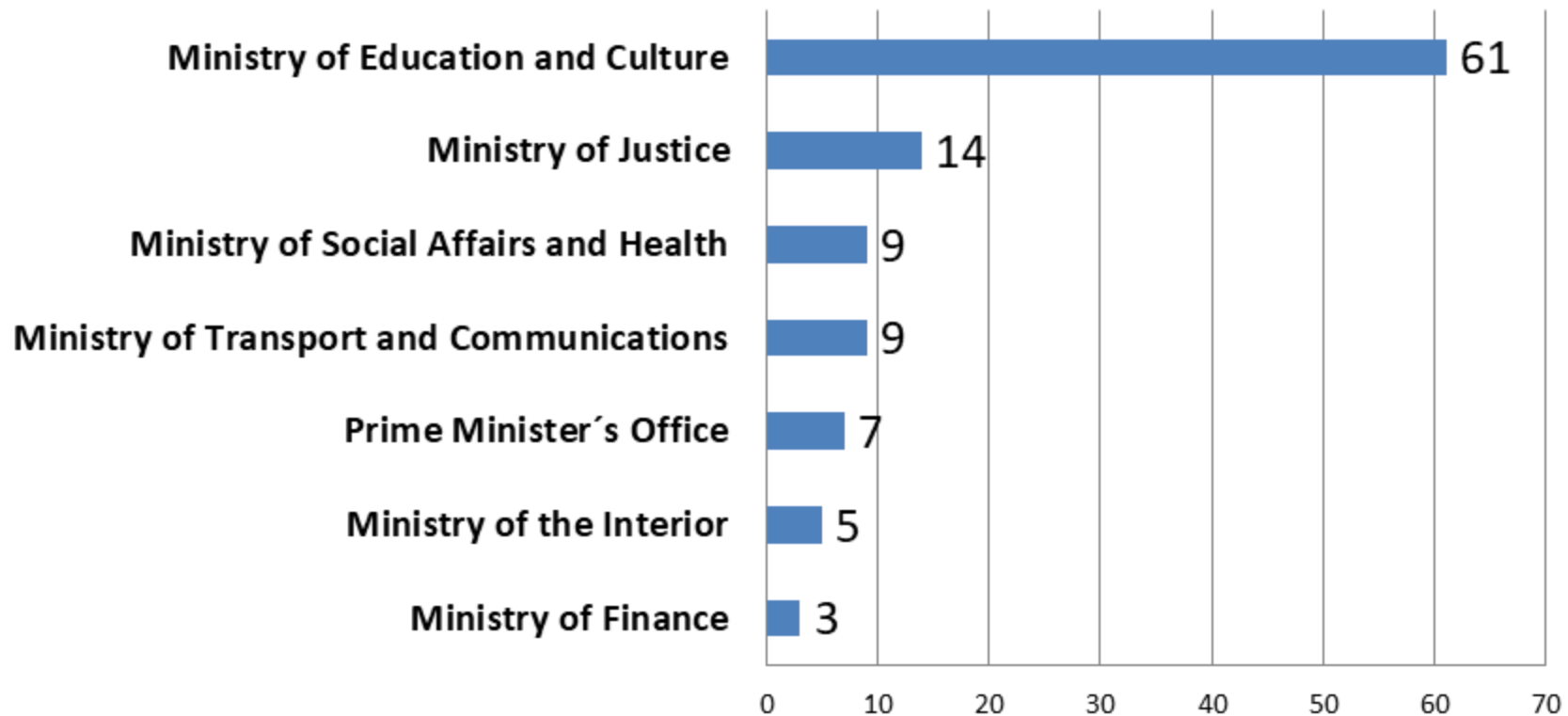
Forming the data

- Data search included 192 documents
→ Exclusion: Translations, duplicates, documents with no mentions of search terms in the main text
- Final data consist of 108 governmental documents: Strategies, guidelines, reports, publications, recommendations, proposals, memorandums, plans for actions

Analysed policy documents (n/year)



Administrative sectors



- Not in: Ministry of Agriculture and Forestry, Ministry of Defence, Ministry of Economic Affairs and Employment, Ministry of the Environment

Data analysis through frame analysis

Focus on the definition and the context of the concepts of media literacy and media education

Policy frames: ways of 'selecting, organizing, interpreting and making sense of a complex reality to provide guideposts for knowing, analyzing, persuading and acting' (Rein and Schön 1993, 146)

How media literacy and media education are framed in the Finnish policy framework?

Preliminary results

Nine ways how media literacy was framed in the Finnish policy framework

- | | |
|--|-----------------------------|
| 1. <i>Protectionism</i> | 5. <i>Democracy</i> |
| 2. <i>Broadness of media education</i> | 6. <i>Inclusion</i> |
| 3. <i>Cultural participation</i> | 7. <i>Cosmopolitanism</i> |
| 4. <i>Future competences</i> | 8. <i>National security</i> |
| | 9. <i>Wellbeing</i> |

Media literacy frames (1/3)

Frame	Description	Data example
1) Protectionism	Media education as a way to develop media literacy to protect individuals from different media related risks, such as media violence, bullying, crimes, hate speech, pornographic content and economic risks.	<i>The first and foremost goal is to decrease the media violence targeted to children. Media education is one of the most important ways for this. (50)</i>
2) Broadness of media literacy	The broadness of media literacy and media education is acknowledged and highlighted.	<i>This publication discusses media literacy in a broad sense, and media refers extensively to all media. (30)</i>
3) Cultural participation	Media education as a way to promote the possibilities for cultural participation by developing media literacy. In relation to art and cultural education.	<i>From the point of view of consumption, a media literate person can appreciate and choose diverse and responsible produced contents. (44)</i>

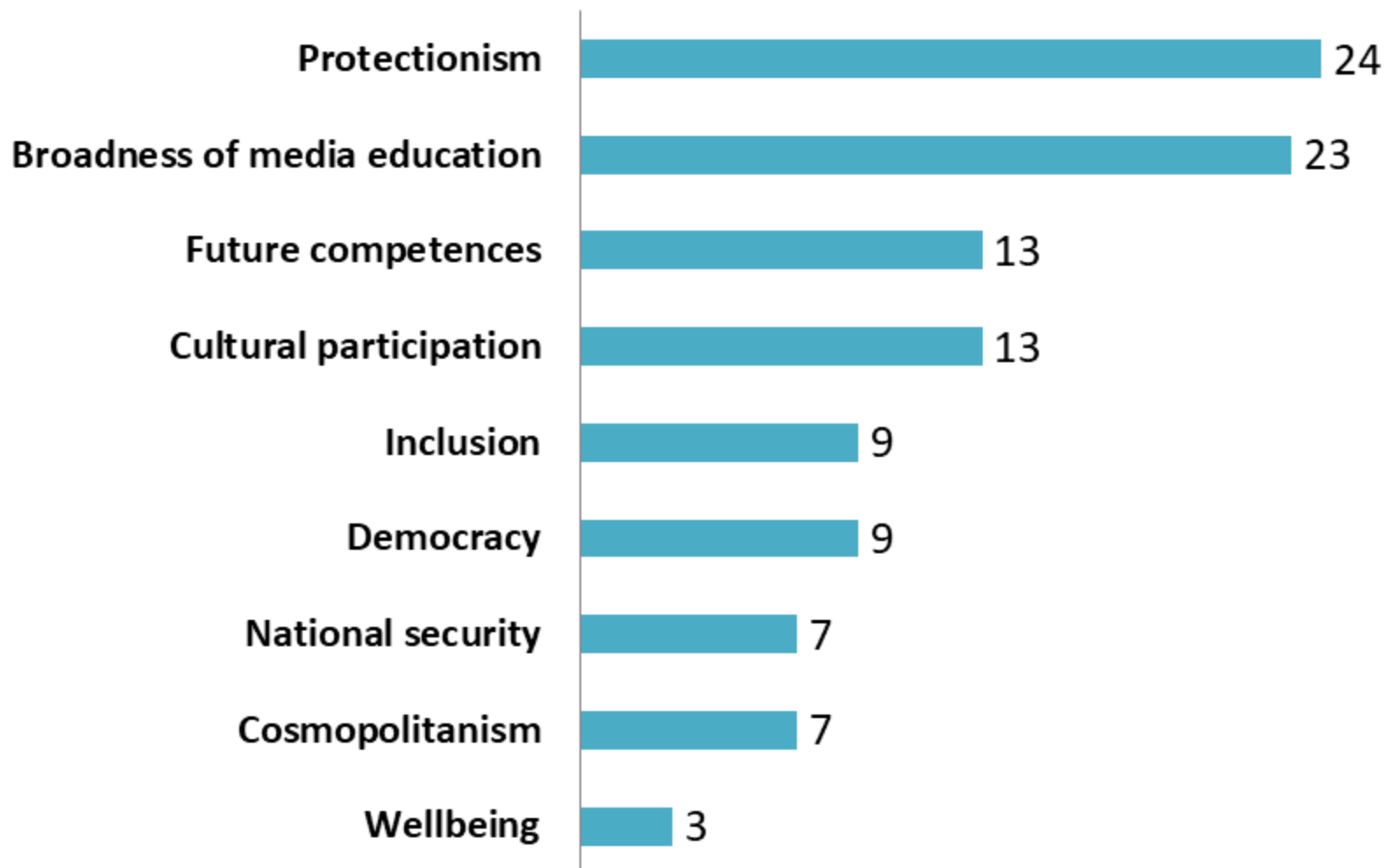
Media literacy frames (2/3)

Frame	Description	Data example
4) Future competence	The developments in society (technology) create the need for a new kinds of knowledge and competences that are illustrated as media literacy.	<i>It is evident that we need a new way of dealing with information, both with receiving and producing. We need better ability to select information, to filter the relevant messages quickly and to edit them into a knowledge meaningful for us; we need critical media literacy. (55)</i>
5) Democracy	Media literacy is described as the way to use the possibilities of media for democratic participation.	<i>Media competence and media literacy are the precondition for the democratic development of the modern information society, enabling the participation of the citizens to the societal discussion and decision-making. (4)</i>
6) Inclusion	Media offers possibilities for participation. Lack of media literacy can increase inequality (digital divide). Media education as a way to support the inclusion in	<i>Media education is important part of the social integration: in addition to the ICT skills, the production and critique of media contents should also be taught. The aim is to increase the participation of the immigrants in the media culture and to</i>

Media literacy frames (3/3)

Frame	Description	Data example
7) Cosmopolitanism	Media education as part of global education. The importance of media literacy is highlighted in the globalized world.	<i>Media education is an important factor in the global education that guides towards the global joint responsibility. (9)</i>
8) National security	Media education as a way to support national security through developing media literacy. National resilience Disinformation Radicalisation and extremism	<i>Media literacy strengthens the resilience of the society. Resilience is the endurance of crisis of the nation. Resilience is the durability of strike that actualizes in the moment of crisis. (1)</i>
9) Wellbeing	Media literacy as a way to support the wellbeing of individuals.	<i>Media literacy is a central part of media and film education that have the influence to increase the wellbeing of people in the digital era. (32)</i>

Frames of media literacy (n)



Conclusion

- **Media literacy and media education are part of the Finnish governmental level policy framework**
 - Across various administrative sectors (not all)
 - Mainly in: Ministry of Education and Culture
 - Relatively established position
- **Media literacy and media education are framed in various ways in the Finnish policy documents**
 - Both between and within different administrative sectors
- **Frames as a way to understand the contextuality of the concepts**
 - Interconnectedness
- **Diversity of media literacy**
 - Definitions, actors, activities, target groups

Discussion

- How the variance in media literacy framing influence the cooperation between administrative sectors (+cross sectoral)?
- How to promote shared understanding of media literacy?
 - to avoid confusion and to support the promotion of media literacy
- The relationship between policy and research?
- National policy framework in relation to international media literacy policies
- Note: Variety of literacies (Stordy 2015) and the relationship between different literacies, such as multiliteracy (Palsa & Ruokamo 2015)

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