Korean Teenagers' Media Experience and Literacy Practices:

Implications for Media Literacy Education

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Contexts

Korean Youth and Digital Media

- Active adopters of new technologies; Forming youth culture based on various digital media platforms

- 88.3% of the entire population over

- 3-years-old have Internet access (Ministry of Science and ICT, 2017)

- Primary school students spend 30.4 hours weekly on their mobile phones (CleanICT, 2018)
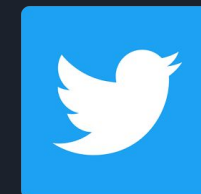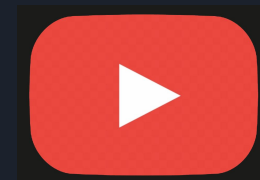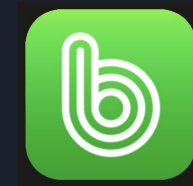
Contexts

Social Wants and Needs for ML

- Media literacy is considered as a solution to media related social phenomena (e.g. 'fake news', cyber bullying, hate speech)

- Push for a media education legislation

- Teachers want to understand learners' culture better

- Yet, young people's media are invisible in schools

Media Literacy Education in Korea

Practices in schools

- Media Education is not included as a separate subject in the national curriculum

- There are elements of media literacy incorporated within various subjects (e.g. Korean language, Social Studies, Ethics etc.)

- Media literacy education in schools depends on individual teacher's wills or efforts

Gap between the ME practices and YP's lived media culture

Korean Teenagers' Media Experience and Literacy Practices

Aim of the research:

- To inform teachers of today's students' culture, experience and thoughts

- To provide policy makers with information on how media literacy education in schools can be more relevant for young people

* Research was conducted by a team of researchers from April to October in 2018

YP's Media Experience as Literacy Practice

Theoretical background: Expanding the concept of literacy

- Socio-cultural approach to literacy: Literacy as social practice based on multiple resources (New London Group, 1996)

- Socio-critical approach to literacy: Raises questions about who decides what is recognized as an important knowledge (Gutiérrez, 2008)

- Media literacy as the main axis of the expanded concept of literacy (McDougall et al., 2018)

Korean Teenagers' Media Experience and Literacy Practices

Research Questions:

- What kinds of media do teenagers use and *why* and *how* do they use them?

- What do they experience in the media spaces and what kinds of literacy do they acquire as a result?

- What does teenagers' media experience imply for media literacy education in schools?

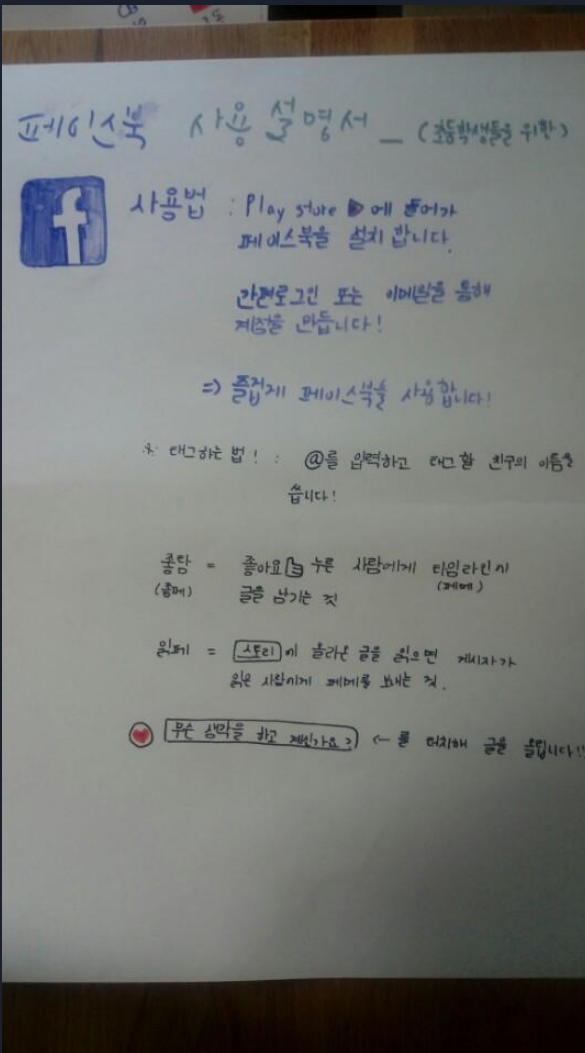# Korean Teenagers' Media Experience and Literacy Practices

Research Participants

- 12 middle school students (12-13 yrs) from 4 different schools in Gyeonggi Province
- 3 Focus group interviews per groups
- 1-2 in-depth individual interviews per person

Research Methods

- Visual methods were implemented in the FGI to put YP's voice at the centre of the research
- Visual methods: Design 'media manual', Photo-elicitation

- Manual should include:
  1) Image of the media
  2) Directions
     (step-by-step guide of
     how to use it)
  3) Warnings
     (cultural norms)

- Research participants
  should decide the target
  audience of the manual
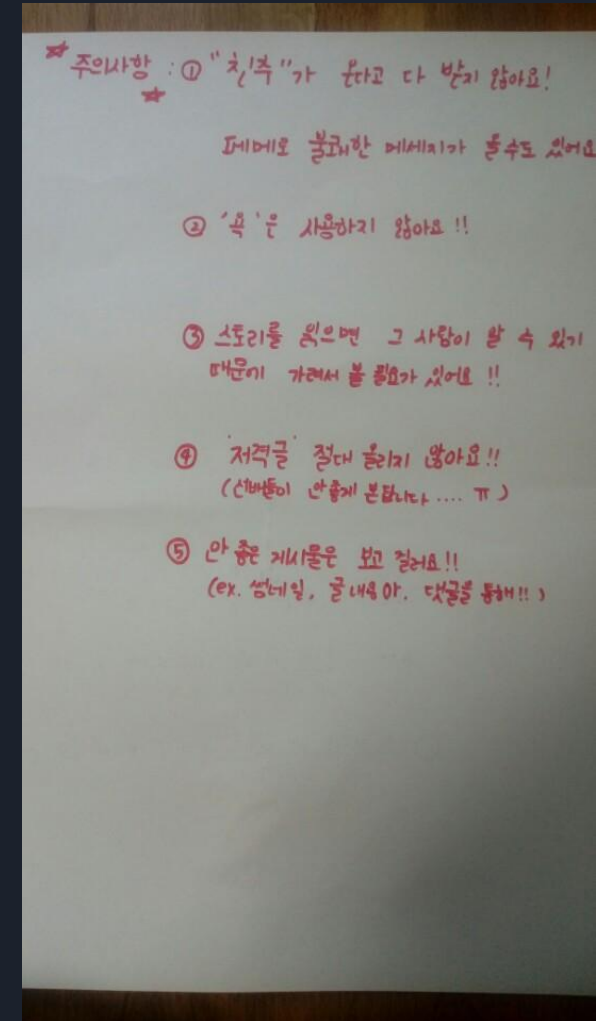
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Data analysis: 4 main themes emerged from the data

- Daily media use in social, economic, regulatory contexts

- Communication and Impression management

- Economic Activities / Digital Labour

- Learning from the media, Learning through the media

Data analysis: Themes and topics from the data

√ Themes and topics emerged from the data

Themes	Topics
Daily media use in various contexts	- regulation: self-regulation, regulations in schools, at home - Economic context (mobile monthly plans, specifications of the mobile) - peer culture
Communication and impression management	- managing online and offline relationships - communicating via various modes and moving across diverse platforms - communicative and social 'play'
Economic activity (digital labour)	- fan culture (participatory media; creating fan-based contents) - paying with time instead of money: using free of charge applications which is not actually free
Media and Learning	- using media for learning - learning from the media - media education experience

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Theme #1: Daily media use within various contexts

- Social contexts: Peer Culture

- 'Hanging out together' : e.g. tagging friends in a FB post

- 'Playfulness' : e.g. sharing Memes

- Sharing their daily lives: e.g. Vlog, following celeb's instagram account

예쁜건 내가 할게
못생긴건 누가 할래? 너?

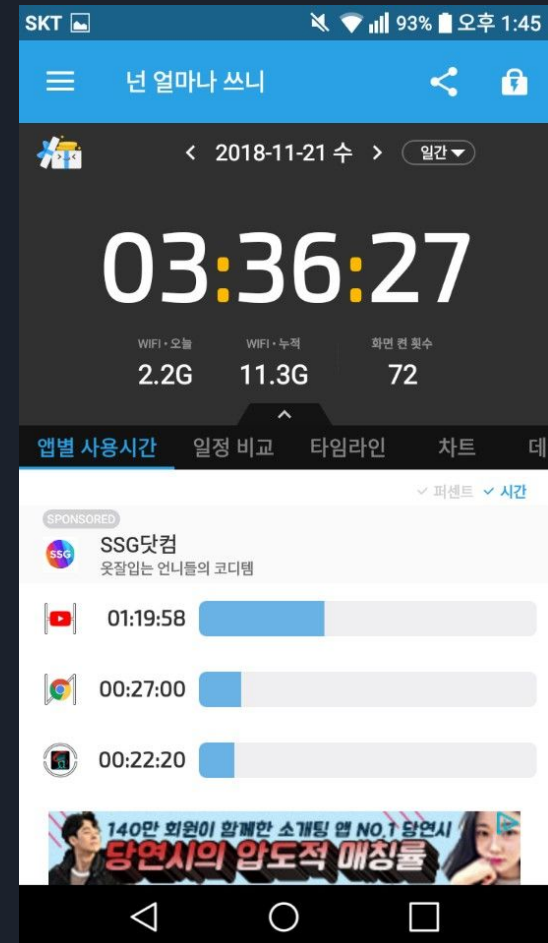# Korean Teenagers' Media Experience and Literacy Practices

Theme #1: Daily media use within various contexts

- Economic contexts: Technical affordances

  - Making multiple accounts to manage her online identities

    vs Using one account for all online services

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Theme #1: Daily media use within various contexts

- Regulatory contexts:

  - Self-regulation
  - School regulation
  - Parental regulation

Theme #3: Economic Activities / Digital Labour



- Spending *time* instead of *money*

- "When you spend enough time leaving comments and posting pics in the 'fanband' your rank goes up."

- "You can get the free item only when you log in to the game frequently."

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Theme #3: Economic Activities / Digital Labour

- Digital labour on commercial platforms

- Importance of 'liking' or 'streaming' as much as you can to promote your favorite band

- Selling data for free contents

- "You can get the free emoticons when you install the app"
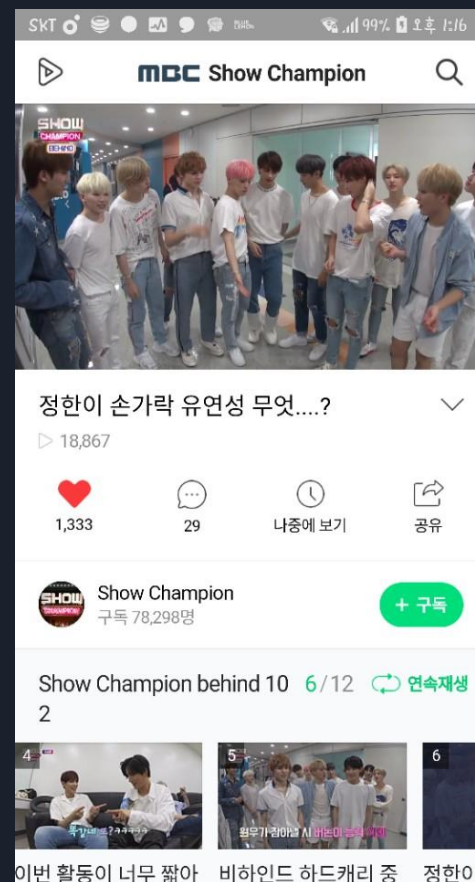
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Theme #3: Economic Activities / Digital Labour

- Buying and Selling contents created by online community members

  - illustration of your favourite band member, actor, anime character
  - photographs of a celeb
  - fan fiction
  - calligraphy

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Implication for Media Literacy Education

- MLE in schools needs to:

- support young people's understanding of the media platforms (i.e. media structure and their affordances, media algorithm, commercial aspects of the media platform)

- support young people's trial and error of media literacy practices in safe environment

미디어 / 영상 제작 교육에 대해 생각해보면
Media / Video production training

6 사진의 중심에 인물을 세우면 불편해진다.
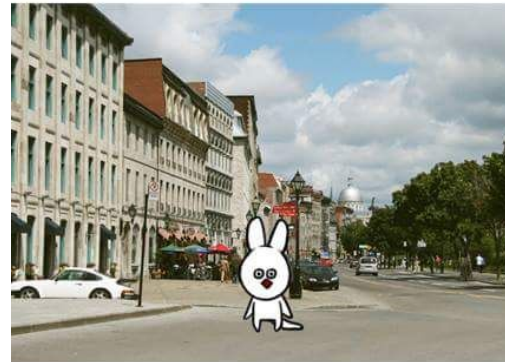
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인물도 멋지⋯
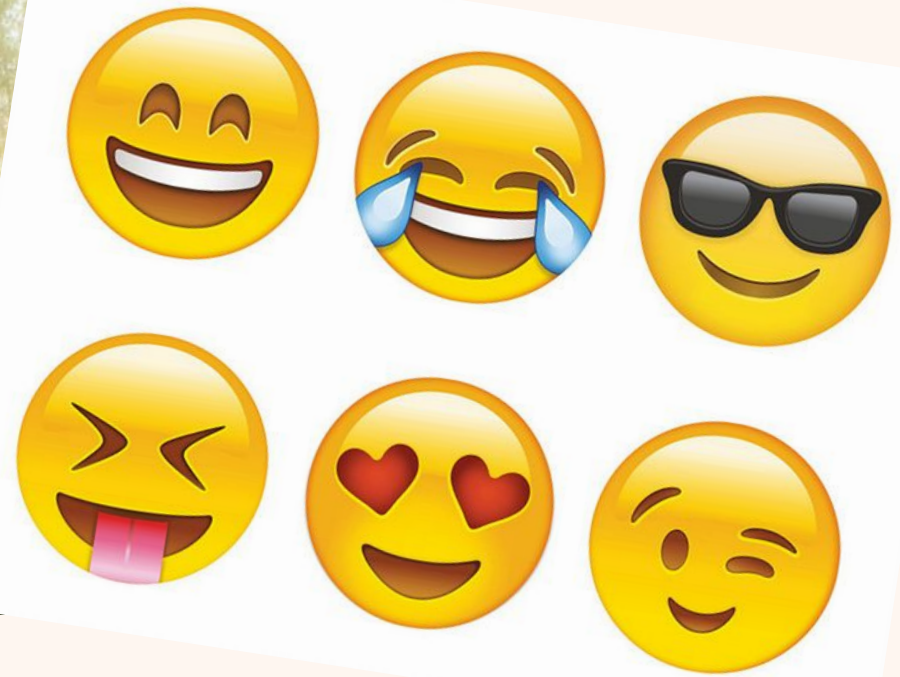찍으려는 마음⋯
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OK
배경과 조화되⋯
인물사진을 찍⋯
프레임을 세 ⋯
오른쪽이나 왼⋯
배치하는 게 ⋯

샷의 구성 the composition of a shot

(These slides are made by a research participant as a reply to the research
question asking "What do you want to learn in Media Education classes?")

사진만 써서 하는 영상도 좋아하는데, 표정을 나타내고 싶으면 이모티콘을 활용하여 얼굴이 나오지 않아도 제작자가 전달하고픈 내용을 충 분히 전달할 수 있다고 생각합니다.
I like to use pictures only, but I think if I want to show my facial expressions, I can use them only as emoticons and convey what I want to convey to the producers.

Thank you for listening!

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laventana@gmail.com