Sabahudin Hadžialić

International University Travnik, Travnik, Bosnia and Herzegovina
e-mail: sabahudin.hadzialic@iu-travnik.com

UNINETTUNO University, Rome, Italy
e-mail: sabahudin.hadzialic@uninettunouniversity.net

Vilnius University, Kaunas, Lithuania
e-mail: sabihadzi@gmail.com

Megatrend University, Belgrade, Serbia
e-mail: sabihadzi@gmail.com

Media Literacy – Creative Development of the Skills and Knowledge for the Education in the 21st Century

Abstract. Media literacy enables primarily children, future citizens for the political choices, to understand political discourse and participation within it. In this way, as mature, media literate, well-informed citizens they will be able to make their own decisions about the democratic electoral process. However, adolescents, young people and adults as well as the oldest citizens often need to be media-literate, especially due to the fact that in the age of new media and new technologies, the knowledge that we possess becomes obsolete very quickly and it is certainly necessary to participate in lifelong learning and within the media literacy of all generations of citizens. Media literacy has dual meaning – as an concept is defined as ability of the approach, analyses, evaluation and transmission of the messages through the media while the essential focus of media literacy is to overmaster with critic and creative skills, knowledge that are of help to connect complex ideas, constantly questioning manifestations, attempt to recognize answers that will satisfy congenital curiosity of any of us, but also

to identify individual, and even wider, social deceits. This paper will also present scientific relationship in regards "critical vs. creative thinking about the media and vice versa" and methodology focused on media education and/or education of the media and how to upgrade digital literacy with media literacy by the author in 2018, based on the model of Venkatesh & Devis, from 2000. Media literate society is healthy society of new technological awareness that will unify understanding of tradition and new technologies, that will, within the interaction, help the society to create newly established relations within education on verifiable facts which are so very much visible in the post-modern society of the 21st century. Media literacy enables nation(s) to recognize hidden agendas within the transmission of information not just within the media, but also within the society as the whole, especially within the education. For the purpose of the life-long learning, regardless if we have media literacy as obligatory module in the primary and/or secondary school of we have it within the general educationally planned process of the society as a grown-ups.

Keywords: media literacy; children; creation; knowledge; skill; education; message; critic; curiosity; deceit; society; tradition; new technologies; hidden agendas

Introduction

The concept of media literacy starts from the media as a positive source of information aimed at the shaping of a positive manipulation, maintenance and development of society for good intentions and interests intertwined with "all for all" goals, and not for negative manipulation of shaping, maintenance and development of the society of aiming orientation towards satisfying the individual and / or a smaller group and/or party intentions and interests "all for one" and/or "one for all".

For the democratic participation of citizens it is necessary to have critical thinking skills and self-expression with a goal to have the proper appearance within the decision-making process from a micro level and up to macro areas of interest and the participation of the citizens themselves.

Media literacy enables primarily children, future citizens for the political choices, to understand political discourse and participation within

it. In this way, as mature, media literate, well-informed citizens they will be able to make their own decisions about the democratic electoral process.[1]

By understanding the impact of media on society, media literacy prevents us in becoming dependent on the media. Or to at least it enables us to control the selection method, the method of reading and making appropriate decisions based on the "reading" of the media that are available to us. The using and abusing of the new media and the availability of different information to everyone at any time and in any way possible within the multimedia availability of new media certainly shows how much more needs to be done on improving the education of all individuals, regardless of their social, racial, ethnic, and / or political status, and above all because society aims towards further development of direct and immediate democratic consciousness.

Precondition for the society of developed democratic consciousness is adequate process of education

In the second half of the 20th Century, UNESCO (Media Studies in Education, 1977) has raised the issue of education about the way of reading the media. Basing on the idea of the importance that media has within the lives of individuals, families, and the wider community, UNESCO has called for the meeting of international scientists to explore ways of involving media education in the education systems of all developed but also of the less developed countries. Since the signing of the Declaration on Media Education (1982) to date, the concept of media literacy or media education has changed, but remained based on the basic idea – communication rights that comes out from the basic human rights that are guaranteed through the documents of the international community, and above all by the Universal Declaration on Human Rights (UN, 1948) and by the European Convention for the Protection of Human Rights and Fundamental Freedoms (1950).

The essence and significance of media literacy is, primarily, reflected in the influence of the media on the major democratic processes. In order

---

[1] "Do not be afraid of those who knows a lot and of those who does not know anything. Be afraid of those who know a little" – Hadžialić, Sabahudin (2013).

for the citizens to participate, in a democratic way, in democratic processes that directly affect their life as well as the life of their family and the wider community, media literacy or knowledge within the above mentioned enables a complete population, and especially younger categories of population to future citizens – to make decisions on understanding of the wider social discourse – political choices, as well as direct participation in the stated, for the benefit of society as a whole.

However, adolescents, young people and adults, but also the oldest citizens often need to be media literate, especially due to the fact that in the age of new media and new technologies, the knowledge that we possess becomes obsolete very quickly and it is certainly necessary to participate in lifelong learning and within the media literacy of all generations of citizens.

The media today influences the shaping of opinions, beliefs and attitudes. Although there are differences in the level of media influence, all researchers involved in the analysis of the media of the *sui generis* agree that the media have a tremendous impact on the society as a whole, and thus *eo ipso* on each individual and persons narrow circle. In the moment when we understand the influence of the media, with the help of media literacy, we are on the right path to prevent dependence on the media – *a propos*, to use them as a tool for making judgments and attitudes within the creation of a healthy, educated society of direct democratic consciousness and not the main dish of manipulation on the table of bad individual, or narrow group ones, intentions and interests.

At the same time, the immediate link between politics and the media within the possible assumptions of all forms of manipulation through consciousness, understanding and possible conclusions, through the creation of mediocracy (Thomas Meyer, 2002), apropos media democracy where we not know any more, or are unable to know, how much politics leads the media or vice versa – how much media control and directing politics and creating a new reality that often does adjoin with virtual forms of assumptions of possible solutions addressed to negation of democracy, or *demokratura*[2].

---

[2] Made of two joined words: democracy and dictatorship – in South_Slav language: demokratija + diktatura = demokratura.

The basic hypothesis in this paper is that media literacy is a basic presumption for the establishing a society of developed democratic consciousness, through the adequate processes of education, where, through:

1. Micro-learning, which is an emergent learning strategy known for quickly closing skill and knowledge gaps in education. It seems to be an ideal instructional approach for many situations because:
   - Information changes quickly,
   - Students find it difficult to keep up with things,
   - Resources are freely available online,
   - Newer technologies support it.

Micro learning – is closely related to personalization, and we should constantly insists that the lecturers at all level of education should be presented – and this is the concept of presenting content by dividing it into a variety of lectures – through presentation of short duration videos during a lecture session, enabling the use of short content by the students via their mobile devices. Namely, today, the concentration is lost, because of long and boring methods of classical forms of lectures and continuous but short, communication with students is the future of education. The schools should be technically equipped with all the necessary technical assumptions that can enable the realization of this. The beginning of a modern form of distance learning (this is for University level of study) through the preparation of Avatars for both lecturers and students will make our academic reality more receptive.

2. Let's just take the example of *Google Cardboard* that combines the simplicity of small carton packaging, mobile device and application needed to deliver the lecture.

3. We must not forget the so-called. *Accelerated learning* because it is necessary to speed up the learning process through learning through research and detection and problem solving. This avoids the creation of a monologue, which professors, as we are, sometimes raise to the pedestal, and that is, what we must admit today, past now and here. We cannot be slave to this, but we have to go to the future.

At the same time, the other the hypothesis appears as a logical sequence and refers to the political manipulation of the subjects of political pluralism precisely on the basis of insufficient media literacy of the very society. The third hypothesis also applies to the professionalism of the
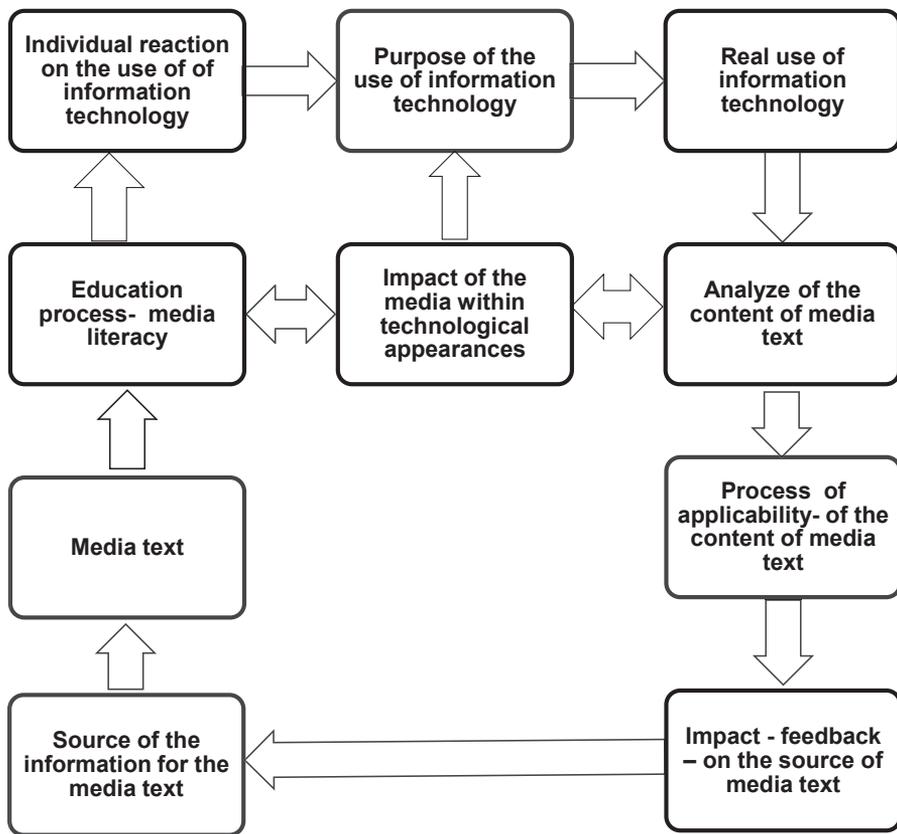
intermediaries, teachers on all levels and, of course, those specific personalities that are between the students and the source of the knowledge and information (however, having in mind new media technologies, the question rather should be: who are the old style teachers and do they exist anymore?).

Critical vs. creative thinking

Media literacy in itself carries two meanings: as the term is defined as the ability to access, analyze, evaluate and transmit messages through the media while the essential focus of media literacy is in acquiring complete knowledge of critical and creative skills, knowledge that helps to connect complex ideas, constantly questioning the appearances, trying to identify responses that will satisfy the congenital curiosity of each of us, but it also identifies the individual, and also wider, social misconceptions and delusions.

Of course, in the aforementioned case, we focus on the media literacy concept that starts as a positive source of information – the one we are getting from the teachers at schools – directed towards positive manipulation of the formation, maintenance and development of a society of good intentions and interests intertwined for all purposes, not the negative manipulation of the formation, maintenance and development of society (we mainly get from the media channels of all kinds, and especially through social media) the intended orientation of satisfying individual and/or particular minor group and/or party intentions and interests all for one and/or one for all.

I am presenting scientific relationship diagram in regards "critical vs. creative thinking about the media and vice versa" and methodology focused on media education and/or education of the media and how to upgrade digital literacy with media literacy by the author in 2018, based on the model of Venkatesh & Devis (2000):

```
┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐
│ Individual      │     │ Purpose of the  │     │ Real use of     │
│ reaction on the │ →   │ use of          │ →   │ information     │
│ use of of       │     │ information     │     │ technology      │
│ information     │     │ technology      │     │                 │
│ technology      │     │                 │     │                 │
└─────────────────┘     └─────────────────┘     └─────────────────┘
        ↑                       ↑                       ↓
┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐
│ Education       │     │ Impact of the   │     │ Analyze of the  │
│ process- media  │ ↔   │ media within    │ ↔   │ content of      │
│ literacy        │     │ technological   │     │ media text      │
│                 │     │ appearances     │     │                 │
└─────────────────┘     └─────────────────┘     └─────────────────┘
        ↑                                               ↓
┌─────────────────┐                           ┌─────────────────┐
│                 │                           │ Process  of     │
│ Media text      │                           │ applicability-  │
│                 │                           │ of the content  │
│                 │                           │ of media text   │
└─────────────────┘                           └─────────────────┘
        ↑                                               ↓
┌─────────────────┐                           ┌─────────────────┐
│ Source of the   │                           │ Impact -        │
│ information for │  ←                        │ feedback – on   │
│ the media text  │                           │ the source of   │
│                 │                           │ media text      │
└─────────────────┘                           └─────────────────┘
```

Diagram 1. Critical vs. creative thinking and vice versa

The annular course of the supposed intention is conditioned by possible alternative forms of mutual influence, both in media literacy and in the source of media text. The pertinentness of the aforementioned goes to the benefit of media literacy, since media literate person (including other forms of literacy as well) can – not only better understand the presented media text, but also apply – apply mentioned with a direction to the influence on the source of the media text itself. A media literate is not just a person who reads "media" but the person who can directly influence the future creation of media texts with the aim of positively manipulating not only their own understanding, but also the future intentions of the creators of the media text. In that case, the negative manipulation by

the source of the media texts disappears by itself, because it is no longer possible, until now to present – but not anymore – the media illiterate person, shaped and finished perceptual content. Now in front of us is a media literate – educated personality that will critically question the above and seek not only for the confirmation of his/hers own views, but also directly make an influence and impact on the positive creation of future intent not only of the recipient but also of the creator – provider of the information.

At the same time, media text, or information as a form of speculative interpretation of the event or facts from the context of a particular event, possesses the appropriate structure and content. The structure of information itself ensures that its content – the newly discovered information about the object of information within its own appearance – is preserved as a kind of organization of elements of knowledge about the world in which we live and surrounds us. On the basis of the above, between the logical interpretation of the events in the sociological sense and the very occurrence of objects in the information – the media text, there is a dialectical relation and the relation between the thoughtful interpretation of the event (in the advantage are the media literate personality) and the event taken in his factual expression is defined the measure of the objectivity of an information. If relationships between the interpretation of the content and the object of information are disturbed within this relationship, one can speak of non-objective, that is, deformed information directed towards manipulative tendencies, but this is not yet a false information. The sources of non-objectivity (deformity) information lie in:

- Intellectual insufficiency (insufficient media literacy) of the one who shapes up the information in a way to speculatively includes all components of an event or events within the context of objective reality.
- By intention making the violation of the relation between speculative-logical explication of the event and/or information and real structure of the ongoing that are the subjects of the event and/or information.
- Deformation of media text can happen on the level of its perception because of insufficiency of media literacy, under the influence of selection processes (read: ethical, moral, ethnical, political, societal and economical) the recipient of the informa-

tion very often are deforming media text to resist to the tendency which is immanent to media text, which might be simply factual explanation of the event and/or information.

Skills as the prerequisite for appropriate educational action vs. hidden agenda

Media literacy realized through the education on the all levels within the post-modern society of the 21st century is the creation of appropriate assumptions for a positive transition towards a new culture type in the society where we hav, as dominant, new forms and models of communication within the interaction of individuals and groups in the very society. Everyday life warns us that we are late, we are constantly late in understanding the importance of the media literacy of a society. The media literary society is a healthy society of new technological consciousness that will unify the understanding of tradition and new technologies that will, within the interaction, help the society to create new relationships with verifiable facts that are very visible in post-modern to the society of the 21st Century. At the same time, it is a double edged sword (Venkatesh, Devis, 2000).

Namely, with the help of new technologies, a multitude of information that are exchanged over the Internet and yet, unfortunately, are not subject to adequate critical observations and legislative orientations in any country of the world either completely or in any way (except perhaps by appropriate legislation around use of copyright). At the same time, this information is, in the vast majority of cases, unchecked platitudes and conclusions that appear to be true at first glance, but in 90% of cases, they cannot even pass a basic check of their accuracy and veracity. For this reason, media literacy, or education in a global meaning, in its essence of the phenomenon, contains the essential form of the assumptions of a good understanding within the diversity – that we, being media literate person, will know how to distinguish the truth from lies or semi-truth (which is often more dangerous than lies), based on our conclusions on understandable and verifiable facts.

The focus on the skills, namely, and the ability to apply them to specific contextual appearances within the media text (no matter in what

forms it comes to us) forms the core of the media education program – media literacy. For example, so far, in the education process, it has been predominantly speaking (and working) on written and oral forms of education (lectures, reading, learning, presenting learned through written and oral forms), and from now on, new forms of communication should be used where writing, images and symbols can be used simultaneously with the aim of developing new skills in young and older personalities. Specifically, communication new technologies are advancing so fast that what is today's latest and most advanced form of communication is almost tomorrow outdated and frustrating as the form of immediate interpersonal interaction.

In order to fully participate in the world we live in, it is necessary to acquire literacy that enables us to understand, but also receive and send communication messages using new technologies. The sooner we understand it; we will understand the benefits of the above. As Victoria L. Dunckley M.D. (2015) from USA states in her essay (Dunckley, 2015) about hidden agenda:

> High-stakes testing, obsessive data collection, and lofty promises of technology's potential to "revolutionize" education are contributing to ever-increasing amounts of school-based screen-time. The invasion is occurring with complete disregard for what it taking away from in terms of basic developmental needs, as well as for screen time's negative influence on nervous system health. Health and development risks aside, research suggests computer use in schools drags *down* test-scores.Why, then, to collect copious amounts of data if the process of data collection itself negatively impacts student performance? Or the ability to acquire real-life skills? Not surprisingly, when education policies are ineffective and impractical but continue to move forward like a freight train, what's typically greasing the wheels is – you guessed it – money.

Media literacy enables nation(s) to recognize hidden agendas within the transmission of information not just within the media, but also within the society as the whole, especially within the education.

For the purpose of the life-long learning regardless if we have media literacy as obligatory module in the primary and/or secondary school

of we have it within the general educationally planned process of the society as a grown-ups.

Why long-life learning? Because changes in knowledge happens every 12 hours in the world and sometimes we are 12 years behind the newly established schedule.

Conclusion

Strategically, approach should be conducted on the all levels of educational process, from primary, secondary and up to university level[3] of education:

1. Dependence of the main life and work decisions is based on media literacy
2. To know how to recognize a quality is not within the quantity of the respected analyses of the content but within the critical observation of an individual substantial effects of each and every media separately.
3. New technologies – education – involvement of all levels of the social engagement.
4. Media literate person can recognize a lie and read through it.
5. Creativity and innovation – as prerequisite for the quality education in media literacy
6. Who has information, has a power, although media literate person will be able to jump into the decision making process through adequate education & feedback & conclusions.

References

Bell D. (1973), The coming of post-industrial society: a venture in social forecasting, New york: Basic Books.

Brigs M (2007), Journalism 2.0: How to survive and thrive: A digital literacy guide for the information age, K. Lab: University of Maryland.

Chauvin, B.A. (2003), *Vizual or media literacy?*, "Journal of visual literacy", No 23(2).

---

[3] Of course, life-long learning is must.

Curtis R. (1973), '*Media Now' curriculum of LRC aids students and has nation-wide attention*, "Sound Tracts" 7(5). 1–2. Elizabeth Thoman Archive, Kingston: University of Rhode Island, RI.

Curtis R. (1980), *Media Now – A Short History*, Elizabeth Thoman Archive, University of Rhode Island, Kingston, RI. Hodgkinson, A.W. (1970). An Investigation into the Practice of Screen Education. Washington, DC: Office of Education (DHEW) Bureau of Research.

De Abreu B., Mihailidis P. (2014), Media literacy – education in action – theoretical and pedagogicial perspectives, Routledge (USA & UK).

Eshet-Alkalai Y. (2004), *Digital literacy: A conceptual framework for survival skills in the digital era*, "Journal of Educational Multimedia and Hypermedia", No 13(1).

Hadžialić S. (2014), *Bosnia and Herzegovina and XXI century* – (essays), Publisher Lulu, USA.

Hadžialić S. (2016), *South-East Europe at the Edge of Civilisation* – (essays) Publisher Eurasia Review, USA.

Hadžialić S. (2018), *Bosnia and Herzegovina and XXI century* – (essays), Publisher Eurasia Review, USA.

Hadžialić S. (2018), *Medijska pismenost vs. političke manipulacije* (Translation „Media literacy versus political manipulations), Publisher Internacionalni univerzitet Travnik, Travnik, Bosnia and Herzegovina.

Hobbs R. (2010), *Digital and Media Literacy: A Plan of Action*, Publisher Asoen Institute, USA.

Lankshear C., Knobel M. (2003), *New literacies: changing knowledge and classroom learning*, Buckingham: Open Iniversity Press.

Kubey R. (1997), *Media literacy in the Information age*, Transaction Publishers (USA & UK).

Macedo D., Steinberg S.R. (2007), *Media literacy – A Reader*, New York: Peter Lang Publishing, USA.

Share J., Lang P. (2002), Media literacy is elementary – teaching youth to critically read and create media, 2nd Edition, USA & UK.

Tyner K. (2010), *Media literacy – New agendas in communication*, College of Communication, Austin, Texas, USA.

Venkatesh V., Davis F.D. (2000), A Theoretical Extension of the Technology Acceptance Model: Toward a Unified View, "Miss Quarterly", No 27.

Internet sources

Declaration on Media Education (Grunwald, Federal Republic of Germany), 1977: http://www.unesco.org/education/pdf/MEDIA_E.PDF (approached on 14.05.2018).

Dunkley L., Victoria (2015), *The Hidden Agenda Behind 21st Century Learning*, "Psychology Today", https://www.psychologytoday.com/intl/blog/mental-wealth/201509/the-hidden-agenda-behind-21st-century-learning?amp (approached on 14.05.2018).

DIOGEN pro culture magazine, http://www.diogenpro.com

European Convention for the Protection of Human Rights and Fundamental Freedoms (2010 Rome, Italy), https://rm.coe.int/1680063765 (approached on 17.05.2018).

Meyer T., (2002), *Media democracy: How the media Colonize Politics*, Publisher WILEY, USA, http://www.polity.co.uk/book.asp?ref=9780745628448 (approached on 17.05.2018).

UNESCO (1977), *Media studies in education*, http://unesdoc.unesco.org/images/0002/000238/023803eo.pdf (approached on 14.05.2018).

Universal Declaration on Human Rights (UN, 1948), http://www.un.org/en/universal-declaration-human-rights/ (approached on 16.05.2018).