

## **Media and Information Literacy Policies in Spain (2013)**



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**May 2014**

**1. Dimension****(Short) Historical background**

Media education in Spain has never received a public acknowledgment according to its importance within our time’s society. While the presence of media education in the curricula of European countries was growing during the 1970’s, Spanish scholars refused to grant this topic a priority attention. Alternatively, they let the task of raising awareness about the need to develop a critical and creative media education system in hands of other professional groups, like journalists or teachers.

By that time, the increasing interest towards media productions –mainly audio-visual– was faced from two different poles: on the one hand, an education exclusively focused on technology and, on the other hand, an education placing critical media analysis and creativity at the forefront of their claims and pedagogical practices.

The more conservative approach of educational technology, represented by pioneering associations focused on the role of technological devices, were in favour of an instrumental use of media, while the other approach was in favour of stimulating the students’ creativity fostering a critical attitude towards media. Some of these experiences were encouraged by two of the more salient initiatives of Pedagogical Reform in Spain: *Acción Educativa*, based in Madrid, and *Rosa Sensat*, located at Barcelona.

Being considered as the medium with a higher cultural prestige, one can also find this divergence in the field of cinema education and literacy: while a more traditional, historicist and conservative approach was developed by the *Cátedra de Cine* in Valladolid led by José María Staehlin, a more socially-committed and politically-oriented was developed as a consequence of the experiences of the first Spanish cinema clubs following the legacy of Miquel Porter Moix in Catalonia.

Among the media education oriented towards lower levels than higher education, and keeping the cinema as protagonist, there were two experiences running parallel in Spain that could be labelled as antecedents of education in the field of communication. First, the Servicio de Orientación de Actividades Paraescolares (Orientation Service of Para-School Activities) brought cinema education into schools in Madrid, Vigo and Barcelona. This initiative, re-named afterwards as ESCO, published in 1978, under the sponsorship of UNESCO, Sirkka Minkkinen’s book *A General Curricular Model for Mass Media Education*, a first attempt to establish a syllabus for media education in our country. This reference was published six years before UNESCO’s edited book entitled *La Educación en Materia de Comunicación*, which was meant to be a first attempt to cover the diverse approaches sharing this field of knowledge, research and practice, even it did not pay all the deserved attention to the continuous work in this area performed in Latin America during the previous decades. And second, Drac Magic (Magic Dragon) connected cinema education with other diverse areas of knowledge stimulating the students’ critical thinking. Both experiences clashed with other action lines prioritizing the technological and instrumental aspects under a more utilitarian framework, refusing a language-oriented and critically-focused model.

However, the educational model has changed during the last years, slowly moving towards the promotion of participatory culture and civic media literacy. Nowadays, current Spanish school curricula integrate information and digital skills at all levels. Even it takes into account the views of the European regulatory framework; the role of media literacy promotion is still limited to the achievement of the general objectives for each educational level.

Consequently, Spanish school curricula do not contain specific courses focused on this topic of growing importance and the implementation of media literacy has largely depended on the capacity and willingness of individual teachers. In fact, it has often been the case that the pressure to complete the mandatory school curricula discourages many teachers from devoting class time to media literacy content.

Regardless of the political party in power, enough support from the public administration to make this subject compulsory within the school curricula is always missed. Although educational policies have focused on diffusing the use of

technological platforms such as the press, video or computers as educational resources, there has been no development of a media education based following a multi-competences model.

<b>2 Dimension</b>	<b>Legal policy framework</b>
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Spanish education policies take media and new technologies education into account, yet implementation in the classrooms has been insufficient. In most cases, media education is based on mere instrumental training in technological applications, without being the object of study.

As far as legislation on the education system is concerned, the Education Law 2/2006 included the concept of “basic competences” of the school curriculum which should lead to a more precise definition of the education and training students should receive (preamble LOE, 2006: 17162)<sup>1</sup>. Among the eight competences that have been set in the curriculum of primary education (Royal Decree 1513/2006, 7 December) and Secondary Education (Royal Decree 1631/2006, 29 December), one is the so-called "Information processing and digital competency", which is regulated in the two Royal Decrees as follows:

This competence consists of having the skills to search, to find, to process and to communicate information, and to transform it into knowledge.

It incorporates various skills, ranging from basic access to information up to its communication in various formats once processed, including the use of Information and Communication Technologies (ICT) as an essential element to be informed, learnt and communicated.

In relation to the curriculum for primary education (Royal Decree 1630/2006, 29 December), the law establishes that it is the school system's responsibility to promote, among other things, early initiation experiences in ICT (Article 5, section 3). This requires, as the law establishes:

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<sup>1</sup> (Preamble LOE, 206: 25) in translation of the law, available on [http://planipolis.iiep.unesco.org/upload/Spain/Spain\\_LOE\\_eng.pdf](http://planipolis.iiep.unesco.org/upload/Spain/Spain_LOE_eng.pdf) (12/12/2012)

- An initiation in the use of technological tools like computers, cameras or audio and video players, working as communication elements,
- Approaching audio-visual productions such as movies, cartoons and video games, with a critical attitude towards its contents and its aesthetics,
- A progressive distinction between reality and visual representation,
- Taking gradual awareness of the need to moderate use of audiovisual media and ICT.

Regarding Secondary Education (Royal Decree 1631/2006), the law stipulates that school curricula should include the promotion of basic skills in the use of sources of information. It notes, however, that media competences should be included in all subjects and courses.

At the higher education level (Royal Decree 1393/2007: 44046), the law agrees that education will ensure, among other basic skills, that students should have the ability to gather and interpret relevant data (usually within their field of study) to make judgments that include reflection on relevant social, scientific or ethical and convey information, ideas, problems and solutions to both specialists and non-specialists.

To sum it up, one can claim that relevant legislation on the Spanish education system does cover the acquisition of digital competences. However, the current framework does not regard as mandatory the implementation of courses on media literacy, as it has been recommended by the European Parliament. As explained above, the current educational framework in Spain regards media education as a subsidiary, transversal subject that plays a supporting role in the achievement of the core contents of the school curriculum.

<b>3.1 Dimension</b>	<b>Capacity-building: teacher training</b>
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Within the teachers training field, a clear distinction between the set of preparations offered to future teachers at higher education institutions and the lifelong education of those professionals already working as teachers at the primary and secondary education levels must be established.

Taking the perspective of the future teachers’ formation in the higher education level, one can find some courses related to media education in those degrees directly related to either teacher’s preparation or to the education of future professionals in the field of Communication (mainly journalists and audio-visual communicators). There are courses directly or collaterally linked to media education in degrees of Communication, Primary Education and Secondary Education. Titles like “Educational technology”, “Audio-visual culture”, “Critical analysis of media”, “Educating the look: cinema and school” can be found in the syllabus, although most of them are elective courses, instead of core subjects for all students: decision on the compulsory condition of any subject is freely established by each university and degree.

Besides that, within the academic structure of the Master program in Teachers’ Formation it is also present the acquisition of competences related with media literacy, mainly in all those indicators related to audio-visual language and ICT, like “Innovation in technological teaching” or “Technological didactics”. However, there is not any specific course about media education in the full program.

Since the 1990s, a wide array of Masters programmes have placed the relation between communication and education at their forefront, so they are dealing in one way or another with main axis and specific modules devoted to this field of knowledge and practice. Consequently, one can find presence of educommunication courses or, more precisely, about media competences’ education in various universities, like Autònoma de Barcelona, Complutense de Madrid, Huelva, UNED, Oviedo, Valladolid, Carlos III, Rey Juan Carlos...

Even this distinction is not so evident at the level of education policies, as they are mainly focused on the instrumental approach to digital literacy; a certain divide is found between computer literacy, digital literacy, visual and film literacy...

At the education policies level regarding formation, the first institutional proposals linking education with the so called “new” ICT are presented around mid-1980s. The Spanish Ministry of Education and Science, by means of its program about new ICT (PNTIC) simultaneously launched a program about Informatics resources (Atenea) and another one devoted to audio-visual media (Mercurio). During a decade they supplied

computer and audio-visual equipment to some schools and high schools. Besides this distribution of infrastructure, a series of educational activities were designed and performed, mainly technical courses to qualify professionals in using audio-visual and informatics resources. These courses were completed all over Spain and were instructed by Centres of Teachers and Resources (CTR).

Since then, CTR and the Centres of Teachers (CEP) are still facing the teachers’ lifelong formation by means of basic training in diverse areas within the field of media education: audio-visual language, informatics, cinema... In most of the Spanish regions, these courses are elective, under a voluntary basis and they are promoted at all teachers’ levels until Secondary education. Most of these activities are related to the instrumental use of media. Actually, there are no courses to prepare the teachers on “media teaching” but “teaching with media”.

In this subject, the trajectory of both the main open university in Spain (UNED) in the field of teachers’ education in digital competences and media, led by Roberto Aparici and Sara Osuna, and the organisation of numerous courses and workshops by the CEP about teaching audio-visual media and digital technologies should be highlighted.

<b>3.2 Dimension</b>	<b>Capacity-building: Teaching/training materials and other relevant content</b>
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The trajectory of projects related to media education in Spain has not been as fruitful or wide as in other countries and, therefore, the consolidation of this area has been weak and slow.

The first actions came from education programs of the regional governments and media. As part of those efforts, a number of projects such as "Prensa Escuela", "Atenea", "Alhambra", "Mercurio", "Zahara XXI" or "Atlántida" were created. In most cases, those programs were limited to using press, video, new technology, television, and Internet as sources of information, without considering them as a source to develop further, for instance as critical or creative thinking. Parallel to the education policies focused on a technological approach, there have been joint initiatives among journalists

and teachers to support media literacy, whose practical actions to raise awareness of the need for a critical and creative media learning system can be understood as one of the most productive and positive response of the civic society on media education in Spain. To mention just a few, these initiatives include in Catalonia, *Mitjans* (an initiative focusing its actions, including media literacy issues, on the publication of newsletters and organizing workshops on Communication and Education), or *Comunicar* (a group that conducts training activities, including curriculum guidelines or conferences and seminars). There are also other well-known initiatives such as *Spectus*, *Teleduca*, *HEKO Kolektiboa* or *Entrelínies*. However, it should be pointed out that the above joint initiatives among journalists and teachers have hardly reached any citizens over the past years because they target teachers and students of primary and secondary schools but not other sectors of the society.

Regarding teaching and training material, in 2007 the Spanish Ministry of Education creates the website <http://recursostic.educacion.es/comunicacion/media/web/index.html> where users can find interesting information about the history of media. The “Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado” of the Spanish Ministry of Education has <http://www.ite.educacion.es/es/recursos>, an interesting website where users can find educational resources for teacher and media educators. From this page, teachers and the whole educational community can access to updated material that is sort out by educational levels. It includes a specific section and sources for media education [http://recursostic.educacion.es/tv\\_mav/version/v2/](http://recursostic.educacion.es/tv_mav/version/v2/). The most important sections are: 1) *50 years of Spanish public television* and 2) *Look and see*. The first one is an educational resource, which deals with political, cultural and social issues through the historic evolution of Spanish television. The second section are 12 episodes to explain media education, with a main focus on television. It includes material coming of interviews of professional of information, entertainment and advertising.

From research institutions and universities since the late eighties, *Revista Iberoamericana Comunicar*, edited by Grupo Comunicar, begins to systematically publishing research papers that are increasingly important in this new field of specialization and occupies a stimulatory role of scientific thinking, which transcends the region of Andalusia.

*Comunicar* <http://www.revistacomunicar.com/index.php?contenido=tematica>, Scientific Journal of Media Education, is published by Grupo Comunicar Ediciones (VAT: G21116603). This established non-profit professional group, founded in 1988 in Spain, specializes in the field of media education. The journal has been in print continuously since 1994, published every six months in March and October of each year.

The research project “AUDIOVISUAL COMMUNICATION SKILLS IN THE DIGITAL ENVIRONMENT. A DIAGNOSIS OF REQUIREMENTS IN THREE SOCIAL SETTINGS” has also a complete website with some sections on good practices and research on media literacy <http://www.competenciamediatica.es/index.php>

To finish with, some teachers and university professors have also some personal websites where good and updated material is uploaded related to media education:

Manuel Area: <http://manarea.webs.ull.es/>

Père Marqués: <http://www.peremarques.net/menu3webprofes.htm>.

Alfonso Guitiérrez: <http://www.pdg.uva.es/alfonso/web/portadas.htm> and <https://www.youtube.com/channel/UCKcLM9m5qsJtQyacpiScrA>

<b>3.3 Dimension</b>
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<b>Capacity-building: funding</b>
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The expansion of the Media Literacy outside of school areas requires the committed participation of all sectors of society: government, business and third sector. So far, the main initiative lies with the so-called Third Sector, much more committed than the other actors in the society. Although, its current state of precariousness does not help to support media literacy in Spain. In this regard, it is interesting how the Third Sector innovates in seeking external funding formulas, or even launches some activities with no funding at all.

The role of the public administrations would be essential to re-launch of Media Literacy in Spain. This funding is essential, but its performance is too often subject to partisan interests. Public Administration does not seem to have taken the final step in its commitment to Media Education. Industrial action of citizenship in this sense could be the impetus for the Public Administration to reach a greater commitment.

Even more absent is the private sector. One way to incorporate media literacy within the private sector’s agenda would be to underline its key role within the entrepreneurial culture.

<b>4. Dimension</b>	<b>Role of actors (outside school system)</b>
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At the university level, there are no significant actions to educate students on media literacy. The only courses or seminars found are related to Communication and Pedagogy studies, so these actions do not reach students in other fields. Nonetheless, the role of media literacy research is noteworthy. The first doctoral thesis on media literacy dates from the late 1970s and early 1980s, and research groups in Spain (Garcia-Matilla, 2006: 289-292) are currently generating research projects on media education from a Communications perspective, funded by public administrations at a regional and national level. Among them we find (i) in Barcelona a team led by Joan Ferrés at Pompeu Fabra University, and others with Lorenzo Vilches and José Manuel Pérez Tornero, at the Autonomous University of Barcelona; (ii) at the University Complutense of Madrid, Mariano Cebrian Herreros, Francisco García García and Antonio Sanchez Bravo; (iii) at the University of Valladolid (Segovia campus), Agustín García Matilla. In the Canary Islands, José Antonio Hernández Younis, and (iv) at the University of Seville, Francisco Sierra Caballero.

In the field of Education, it is worth highlighting the work undertaken at (i) the University of Huelva, with José Ignacio Aguaded as principal researcher of the Group *Comunicar*, (ii) in Seville, Malaga and Granada, the groups led respectively by Julio Cabero Almenara, Manuel Cebrian de la Serna and José Antonio Ortega Carrillo, all of them focused on the area of educational technology, (iii) in the Canary Islands, the team of Manuel Area Moreira and, (iv) at the University of Valladolid (Segovia campus), with Alfonso Gutierrez as lead researcher.

Additionally, it is worth mentioning the efforts undertaken at the Spanish Open University UNED. The team, led by Roberto Aparici and Sara Osuna and the *Centros de Profesores* (CEPS) organization, offers multiple courses and workshops aimed at increasing teachers' capabilities on media and digital technologies.

As monographic scientific forums focused on *Educomunicación*, we should highlight (i) the International Congress of Pedagogy of the Image, which began in the early 1990s; one of the first congresses was held in A Coruña, and it has run several editions so far, (ii) all three editions of the International Congress on Education and the Media, organized at the University of Valladolid (Segovia campus), for the first time in 1997, as well as (iii) the various conferences organized by the *Comunicar* Group (“Lights in the Audiovisual Maze” in 2003, “Television Quality” in 2005, “Educating the Look” in 2007). In 2011, two forums were created with the purpose of bringing together the best examples of European and Latin American Media Literacy or *Educomunicación*: (i) the First International Conference on Communication and Education, organized at the Autonomous University of Barcelona, and (ii) the First Congress on Digital Education, held at the Segovia campus of the University of Valladolid.

<b>5. Dimension</b>	<b>Evaluation mechanisms (inside and outside school)</b>
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Defining the concept, dimensions and indicators of audiovisual and digital competence is not an easy task, considering how fast technological changes affect the dynamic relationship between media, ICT and citizens. On this particular, we have to underline that there is no official evaluation on the levels of media literacy of the Spanish citizens.

Precisely, the Consell de l'Audiovisual de Catalunya (CAC) has funded a pioneering research in Spain, led by Joan Prats Ferrés from the University Pompeu Fabra (2006) to define audiovisual competences. Based on an input from 45 experts coming from the Latin America, Spain and Portugal, the proposals were discussed in a scientific seminar involving 14 Spanish scholars. The team elaborated a final document defining "media competence" within the EU framework of the *Education and Training 2010* and directly related to the concept of "digital competence" used by the Council of Europe.

According to this document, the two criteria for media literacy levels are: (i) the interaction between emotion and rationality (citizens should be able to rationalize the emotions that are involved in media receptions), and (ii) interaction between critical reading and creative expression (citizens should be able to make a critical analysis of

media products consumed and to produce media messages) (Ferrés, 2006: 11). The six dimensions covered by media competence are: language, technology, media programming and production, ideology and values, media reception, and aesthetics. Joan Ferrés and Alejandro Piscitelli (2012: 75-82) have recently revised the indicators contained in each of these dimensions.

In order to shed light on the measurement of media literacy, the CAC and the University Pompeu Fabra launched a new project, once again led by Joan Ferrés i Prats, between 2007 and 2010. This research analyzed the media competence of Spanish citizens through several indicators. It provided quantitative results from 6624 surveys among the 17 Spanish regions (Ferrés et al, 2011). The results confirmed the low level of media competence among Spanish citizens in general. Indeed, only 4.6% of the people who took the survey could be considered literate in this area. The dimension where Spanish citizens ranked highest was ‘technology’ and the issues where they ranked lowest were aesthetic, and ideology values. Given the links between media literacy and the levels of governance of a country, this project recommends the implementation of media education into the curricula at all levels of formal education.

Given the huge existing failures, the need to integrate this media literacy teaching within the curricula of all formal levels of education is confirmed, and so does the necessity of opening avenues to bring this knowledge to those citizens already away from the formal education system. Consequently, non-formal options of education must be developed, accordingly with the claim acknowledged by the European Parliament back in 2009.

Simultaneously, research on media education should be considered as a must in Spain in order to achieve a more solid position within academia. Keeping this aim in mind, internationalising our studies by means of cooperation both with European and Latin American colleagues becomes a key future dimension. Connections with South and Central American countries have been promoted during the last decades, while comparisons at the European level should be better explored, in order to shed light about how different strategies developed by all UE members are leading to different results.

<b>6. Dimension</b>	<b>Main concepts and legitimizing values</b>
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The approach integrating the two fields of *educación* (education and communication) originated from the fact that both areas propose to replace the paradigm of ‘transmission’ with that of ‘mediation’. It is not just ‘passing a message, information, or content’, but also thinking of the appropriation of knowledge and the way interpretations are modified by receivers’ relations with the environment. Essentially, this change of paradigm implies a shift from the notion of ‘transceiver’ to ‘orchestra’. In this new framework, educational communication and the constructed knowledge are primarily regarded as a product derived from the receivers’ interactions within their environment, especially their peers but also all other components of the educational environment and the media context. In this sense, rather than being mere co-receptors, citizens are ‘active builders’ who actively participate in the creation of the message by curbing meanings and providing feedback, using as a filter all the ‘pre-existing conceptions’ collected from their environment, media, Internet, and social networks.

This model of media education (*educación*), based on the concept of an active, social and creative citizenship, has been developed in different Latin American countries through CIESPAL (International Center for Higher Studies in Journalism for Latin America) in Ecuador, the ILCE (Latin American Institute for Educational Communication) in Mexico, CENECA (Center for Research on Cultural and Artistic Expressions) in Chile, ESCAP (Service Center of the Popular Action) in Venezuela, ILPEC (Latin American Institute for Education and Communication) in Costa Rica or the Project LCC (Critical Reading Communications) in Brazil. There have also been outstanding personal contributions in some Latin American countries, such as Chile (Fuenzalida and Hermosilla, 1991), Mexico (Charles and Orozco, 1990), Colombia (Martin-Barbero, 1987), Peru (Quiroz, 1992), Argentina (Prieto, 1994) and Uruguay (Kaplun, 1998).

As qualitative studies are rooted in theory of reception in Latin America, we should also include contribution from studies by Mario Kaplún (1998), Jesús Martin-Barbero (1987), Néstor Canclini (1990), Valerio Fuenzalida and María Elena Hermosilla (1991), Len Masterman (1994), Guillermo Orozco (1996) and Ismar de Oliveira (2000).

Guillermo Orozco (1996a, 1996b), one of the most remarkable scholars on media education in the Spanish and Latin American context, highlights the importance of qualitative research in order to understand the different social mediations that influence the audiences at a macro level (politics, economics, ideology, culture ...) and a micro level (human interactions: family, work, neighbours, etc...).

<b>7 Dimension</b>	<b>General appreciation (and recommendations)</b>
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Despite the fact that media literacy has become an area of great interest for Spanish policy-makers, teachers and scholars there is still much work ahead in order to increase current media literacy levels among Spanish citizens. For that to happen, the following are some recommendations that will help gain more support among academia, media and citizens within the European and Latin American context:

- 1) **Inclusion of the course on Media Education ("Educación Mediática") in the mandatory school curriculum.** It is necessary to integrate the teaching of media literacy into the school curricula at all levels of formal education, as was first called for by the European Parliament in 2009. To date, Spanish education policies have been quite lax in including media education in school curricula and it has been reduced to a transversal competence rather than a subject by itself. Furthermore, the initiatives implemented have had a large focus on the instrumental side of media literacy, devoting most of the efforts to teaching the management of systems and use of technical equipment. There has been insufficient critical understanding of communication and citizenship participation in the media, as described by UNESCO in 1982 and in the Grunwald Declaration.
- 2) **Establishing a multidimensional education.** The school curricula should integrate a media education course in which students are required to develop all dimensions of digital competition. The six dimensions introduced by Ferrés (Ferrés et al., 2011) could serve as a baseline for creating a multidimensional framework: language, technology, programming and production processes, ideology and values, audience reception, and aesthetics. At a first stage, experts should agree on the basic contents needed to have the

most impact on multimedia competence and make the students multimedia and multiliteracy competent. Once defined, those goals should be incorporated into the school curriculum. Given the widespread use of Internet and social networks, this course should address civic media literacy.

- 3) **Promoting media education among adults, and especially the elderly.** Media educations should not just focus on youth and children. Media literacy policies must also address adults even though no specific institution exists that can easily reach them all (as easily as schools attended by all children) (Livingstone, 2011). Research suggests that adult development of media literacy depends less on their age or prior knowledge than on the existence of a powerful motivation (Livingstone et al, 2013). Some extraordinary experiences at Spanish universities challenge the belief that the eldest segments of the population are reluctant to use new technology. As success stories have shown, elderly people can be as competent as youth in handling technology to communicate with their children or with people of their own age.
- 4) **Supporting the role of *Educommunicators*.** Isolated experiences of teachers involved with media education have always been found, but these individual efforts must be scaled-up and underpinned by a solid public policy framework. In Spain, many professionals and teachers do not have sufficient training in media education, so post-graduate education must be promoted, as well as workshops and other training initiatives, to create a well-trained professional body in the field. Attention should also be given to other stakeholders in the education system, such as parents. For example, the number of parents associations should be increased, and those already existing should be encouraged to organize talks and workshops on media literacy.
- 5) **Establishing an independent State agency to regulate media content with enforcement capacities.** In Spain, there is no agency at the State level with a mandate to regulate and monitor media content, specially the protection of childhood. The experience of the Audiovisual Councils in Spain is so far reduced to some regions like Andalusia, Navarra and Catalonia. An even among the existing ones, only the Audiovisual Council of Catalonia meets on a regular basis. Although their activities and research have been enriching and there have been attempts to create an Audiovisual State Council, this project has fallen through due to partisan conflicts.

- 6) **Creating educational programs and encouraging quality content on media.** Media should promote public service integrating educational spaces on TV, specially at the stations affiliated to a public broadcasting system, such as Televisión Española (TVE). To date, commercial channels have shown a marginal commitment to innovative cultural, high quality content.
- 7) **Supporting further research in order to consolidate knowledge and share best practices with other countries, specially, in South America and Europe.** Since research on the media literacy field has been marginal in recent years, it is necessary to support the development of a methodological framework to assess media literacy in Spain, as well as to monitor the efficiency of new public policies arriving in that area. This framework would preferably be aligned with other efforts undertaken in other partner countries, especially European, in order to facilitate cross-comparisons and knowledge sharing initiatives.

<b>8 Dimension</b>	<b>Good practices</b>
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We are presenting here two interesting experiences developed in the field of higher education: one was held in Murcia and another is being undergone in Segovia.

We start with a successful example of involving multiple stakeholders of audiovisual media literacy initiatives. This project took place in 2009 and involved policy-makers, high school teachers and students in Murcia, and university professors and lecturers. It is about the Film Festival and Awards called “Meninas” organized and funded by the Murcia Regional Government around audiovisual communication<sup>2</sup>.

This festival aimed at all the students of any public and private schools in Murcia who have followed the course “Comunicación Audiovisual”. This course is optional in the students’ curricula but it is offered in all the schools in Murcia. During the year, the students who are enrolled in the course have to create an audiovisual piece as the final

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<sup>2</sup> More information at:  
[http://www.carm.es/web/pagina?IDCONTENIDO=1751&IDTIPO=240&NOMBRECANAL=Centros+Educativos&RASTRO=c299\\$m3246](http://www.carm.es/web/pagina?IDCONTENIDO=1751&IDTIPO=240&NOMBRECANAL=Centros+Educativos&RASTRO=c299$m3246)

project of the subject, which is submitted to participate in the festival “Meninas”. There are four categories: short movies, spot, musical videoclips and photo<sup>3</sup>.

The students created wonderful pieces, very creative, very social-orientated (topics like social inclusion, problems with drugs were treated...), and showed how they dominate not only the technical stuff, but also aesthetics, and content.

Our second experience is developed by the University of Valladolid in the Campus Maria Zambrano in Segovia. There it is offered for the first time the subject of Educommunication in a higher education program. This subject involves the contents: Communication, Education and Society in the digital context. Our aims are: to make the students reflect on themselves, to know the great findings of the pioneers and new specialists in educommunication, and to develop a critical thinking of the role of the media and new systems of communication, in the common social knowledge.

The students of this subject get benefitted from the great deal of cultural and educational activities promoted by the university and several institutions of the city of Segovia such as: MUCES, European Cinema Festival, 3D Wire of Animated films and Videogames exhibition, design and architecture Workshops in The Quintanar Palace, the Hay Festival in Segovia and so on.

These studies include a project of creativity called *Traces of the City*, an initiative in collaboration with the Museum of Contemporary Art, Esteban Vicente that integrates the practice of the students based on artistic aspects of the city. Every year well-known artists establish a fruitful dialogue with the students about the creation process.

This subject is related with other subjects in the curriculum of the Degree of Publicity, such as “Systems of information and communication”, “General theory of the image”, and with the activity of the Lipsimedia Laboratory. The Master program of “Communication with social goals: strategies and campaigns” also develop a module that deals with these contents. Students from fifteen different countries have participated in this experience since 2008.

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<sup>3</sup> 2012 winners can be found at:  
<http://educacrearte.blogspot.com.es/2013/02/premios-menina-en-torno-la-comunicacion.html>

<b>9 Dimension</b>	<b>References and resources</b>
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Media literacy has been recently integrated as an optional course within Communication and Education Degrees in Spanish Higher Education. This section includes the recommended material in the total of teaching guides in the courses related to media education in these bachelor degrees. This study comes from the Research Project “Audiovisual communication skills in the digital environment. A diagnosis of the requirement in three social settings” (EDU2010-21395-C03-01). Applying a quantitative approach to the total of teaching guides object of study, the following article explores the most used type of material by teachers, date of edition and place.

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**More recommended material in the courses related to media education in Communication and Education Degrees in Spanish Higher Education.**

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## Other interesting resources

AGUADED, J. I. (2011): “Media education: An international unstoppable phenomenon. The Work of the UN, Europe and Spain in the Field of Education”, *Comunicar*, nº 37, vol. 19, p. 7-8.

AA.VV. (1982): “Declaración sobre la enseñanza de los medios, Actas Simposium Internacional sobre la Enseñanza de los Medios”. Grunwal, Alemania. Recuperado el 21.07.2013 de: [http://mediascopio.org/Documentacion%20Mediascopio/Documentacion\\_Unesco\\_ensenanza\\_medios.htm](http://mediascopio.org/Documentacion%20Mediascopio/Documentacion_Unesco_ensenanza_medios.htm)

FERRÉS, Joan, GARCÍA MATILLA, Agustín, AGUADED, Juan Ignacio; FERNÁNDEZ CAVIA, Josep, FIGUERES, Mónica, BLANES, Magda *et al.* (2011): *Competencia mediática. Investigación sobre el grado de competencia de la ciudadanía en España*. Madrid: Gobierno de España. Ministerio de Educación, Instituto de Tecnologías Educativas y Formación del Profesorado.

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MARTA-LAZO, C. y GRANDÍO PÉREZ, M. (2012): “Critical insights in media literacy research in Spain: educational and political challenges”, Vol. 3, (6), pp. 139-151.

## Websites

Spanish Ministry of Education creates the website <http://recursostic.educacion.es/comunicacion/media/web/index.html> where users can find interesting information about the history of media.

The “Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado” of the Spanish Ministry of Education has <http://www.ite.educacion.es/es/recursos>.

*Comunicar* <http://www.revistacomunicar.com/index.php?contenido=tematica>, Scientific Journal of Media Education, is published by Grupo Comunicar Ediciones (VAT: G21116603). This established non-profit professional group, founded in 1988 in Spain, specializes in the field of media education. The journal has been in print continuously since 1994, published every six months in March and October of each year.

The research project “AUDIOVISUAL COMMUNICATION SKILLS IN THE DIGITAL ENVIRONMENT. A DIAGNOSIS OF REQUIREMENTS IN THREE SOCIAL SETTINGS” has also a complete website with some sections on good practices and research on media literacy <http://www.competenciamediatica.es/index.php>