Check out the new JML website!

WWW.JOURNALOFMEDIALITERACY.ORG

We'll be offering online information about our current and past issues, access to our extensive archives...some 60 years of chronicles from our organization, including past NTC projects, pioneering activities, awards, & media literacy conferences. Find out about NTC...who we are, what we believe (our philosophy) and view resources essential to media literacy.

...join us!

Copyright © 2010
National Telemedia Council, Inc.
Reprints by permission only.
ISSN: 1944-4982

CREDITS
Visuals within each article were provided by the respective authors or are property of NTC. Some images and photographs used herein have been found on the Internet and are used here under Fair Use Guidelines and are intended for educational purposes only. The Journal of Media Literacy (first published in 1953 as Better Broadcasts News and later as Telemedium: The Journal of Media Literacy) is published by the National Telemedia Council (NTC), the oldest on-going media literacy education organization in the United States, having been founded in 1953. The Journal reflects the philosophy of NTC, which takes a positive, non-judgmental approach to media literacy education as an essential life skill for the 21st Century. The National Telemedia Council is an organization of diverse professionals interested in the field of media literacy education. NTC encourages free expression of views on all aspects of media literacy in order to encourage learning and increase growth of understanding of issues in Media Literacy. Any opinions expressed in The Journal or by individual members of NTC, therefore, do not necessarily represent policies or positions of the National Telemedia Council.
From the Editors...

WHERE IS EDUCATION FOR THE 21ST CENTURY?  
Building and Rebuilding Old and New Bridges 
by Marieli Reive & Karen Ambrose .......................... 2

THE FUTURE OF EDUCATION:  
Many-to-Many Communication on a Global Scale 
by Guest Editor, Martin Royala, Ph.D. ....................... 4

IS THE WORLD FLAT?  
by Guest Editor, Belinha De Abreu, Ph.D. .................. 6

NEW MEDIA AND THE PROMISE OF SCHOOL CHANGE  
by Kathleen Tyrer .............................................. 8

THE NEW MEDIA ECOLOGY: Toward a Taxonomy  
of the Web-Based Media 
by S. Montgomery Levent & Carlos E. Coetle ................. 15

DO WE REALLY NEED MEDIA EDUCATION 2.0?  
Teaching Media in the Age of Participatory Culture 
by David Buckingham ........................................... 18

2010 JESSIE MCCANSE AWARD  
FOR INDIVIDUAL CONTRIBUTION TO MEDIA LITERACY  
Cary Bazalgette & Edith Havel Copenwier ................. 28

MEDIA AND INFORMATION LITERACY:  
The UNESCO Perspective 
by Alton Grizzle .............................................. 34

WHY MEDIA LITERACY MATTERS! 
by Jordi Torrent ............................................... 37

NEW DIRECTIONS IN GLOBAL MEDIA LITERACY  
by Paul Mikkola, Ph.D. ......................................... 39

GAMES, NEW MEDIA & LEARNING IN ARGENTINA:  
An Interview with Inés Dussel 
by Henry Jenkins .............................................. 42

THE STORY OF ONE COLLEGE IN ISRAEL:  
An Activist Critical Media Approach 
by Dr. Mira Feuerstein ......................................... 49

MEDIA EDUCATION IN PORTUGAL:  
A Building Site 
by Prof. Cristina Ponte & Ana Jorge ......................... 56

RUSSIAN MEDIA EDUCATION LITERACY CENTERS  
in the 21st Century 
by Prof. Dr. Alexander Fiodorov ............................. 62

FROM COMMUNICATION POWER SHIFT TO MEDIA EDUCATION PARADIGM CHANGE:  
THE CASE OF HONG KONG 
by Alice Y. Lee ................................................. 69

CHILDREN AND THE NEW MEDIA LITERACY FROM EGYPT AND FINLAND: A Comparative Study 
by Sunny Toye & Erna Hirsjärvi ............................. 73

MEDIA ARTS, SCHOOL 2.0 & THE AUSTRALIAN NATIONAL CURRICULUM 
by Michael Dequanne ......................................... 80

ENGAGING OF THE 21ST CENTURY DIGITAL STUDENT: Teaching Strategies that Align the Learning Modes of the Digital World with the Modern Classroom 
by Brent Wrigg .................................................... 82

WEB 2.0 TO SCHOOL 2.0 IN SPAIN: The Transformation of Information and Communication into Technologies for Learning and Knowledge 
by José Ignacio Aguado, Ph.D., 
Alfredo Montilla, Ph.D., & Ángel Hernández, Ph.D. .... 86

AN AMERICAN PERSPECTIVE: Justifying Uses of Digital Tools to Foster Critical Media Literacy 
by Richard Beach ............................................... 91

BLOGGING FOR THE PEOPLE: Using Digital Media Tools to Cross New Borders with High School Students 
by Rob Williams, Ph.D. ........................................ 97

MEDIA NARRATIVES FROM TURKMENISTAN 
by Mebbu N. Yildiz, Ed.D. .................................... 101

A GLIMPSE AT QATAR THROUGH A BROADBAND LENS 
by Tessa Jaffi .................................................. 107

BOOK REVIEW: Teaching Media in Primary Schools, ed. Cary Bazalgette 
Reviewed by Dede Sinclair .................................. 109

BOOK REVIEW: Media Remix, eds. Michael Dezuanni & Anita Jeppson 
Reviewed by Neil Anderson .................................. 111

REVIEW: Inside Plato's Cave: Canada's Online Media Literacy Course 
Reviewed by David Considine, Ph.D. ......................... 113

REVIEW: 2010 Appalachian State's Summer Institute 
by David Considine, Ph.D. .................................... 115
WEB 2.0 to SCHOOL 2.0 IN SPAIN

The Transformation of Information and Communication (ICT) into Technologies for Learning and Knowledge (TAC)

By

JOSÉ IGNACIO AGUADE, Ph.D.
ALFREDO MONTILLA, Ph.D.
ÁNGEL HERNANDO, Ph.D.

INTRODUCTION

The integration of ICT into the Spanish curriculum programs and policies is a reality at all levels: compulsory education, vocational training, etc. This integration is intended to train students to function in the digital world and the knowledge society, while trying to bridge the digital divide in order to navigate the internet (Aguaded, 2003). Achieving the goal to integrate these technologies has enormous potential. It is evident that educational authorities at all levels are prepared for the introduction of the Internet in schools (Hervás, 2002), thus causing a significant change in the educational curriculum by creating new learning communities within existing schools. Further, there is likely to be greater organizational autonomy as the role of the teaching curriculum becomes redefined (Pérez Tornero, 2006).

Although we must not forget the technological breakthrough in Spanish schools, "there has been a global revolution in the functioning of schools in terms of schedules, organization, and academic issues, etc... which has integrated nicely into the everyday life of schools" (Pérez Rodríguez, 2009: 11). While it is true that the advent of computers, (and especially their educational use), claim new organizational and curricular approaches, even among teachers whose practice is more traditional, there exists a positive attitude towards the use of teaching strategies that make use of ICT. Teachers understand that the computer is a tool that facilitates the teaching-learning process and it is not possible to continue using only "pencil and paper" tasks, while students live within the context of a more intensive and continuous ICT (Hernando, 2009).

This educational reality is identified in Spain in three elements by Hidalgo (2008) when he said that there is a direct relationship between free software, Web 2.0 and education. The wider possibility of 'open source' as an element that belongs to everyone and that should be enhanced and changed by all, has led us to consider this tool as a form of construction, democratization, knowledge and thought which are the basic elements to promote change in the teaching and learning.

FREE SOFTWARE IN SPAIN

Cabero and Llorente (2007) argue that the use of free software has achieved economic cost reduction. The distribution of free copies at the discretion of the suppliers facilitates the exchange of documents, creating communities and
favoring developmental research in educational settings. These possibilities have led the National Reference Center for the Application of ICT based on open sources to establish ten basic reasons to choose free software in education:

- Contributes to training free, independent, critical and autonomous persons,
- Allows teaching with tools adapted to students' lives,
- Creates a knowledge sharing community,
- Favors the individual freedom of choice of technology,
- Evolves rapidly and allows efficient solution of problems,
- Provides mature, successful experiences in the Spanish educational environment,
- Saves costs in the implementation, maintenance and management of schools,
- Facilitates students access to educational tools used in school at home
- Ensures safety,
- Promotes innovation of products and services through local businesses.

Therefore, the Spanish government (in state, regional and even local) has supported the creation of many developments based on different platforms.

CHOOSING FREE SOFTWARE IN SPANISH EDUCATION

It seems clear that an appropriate and creative use of resources based on free software allows teachers to transform their educational models, change their traditional roles, and collapse the boundaries traditionally imposed by their curriculum (Gallego, 2005). Furthermore, Adell and Barnabas (2007) argued that free software is not just a software or a way to license software; it is a complex social and cultural phenomenon, which has a definite theoretical and practical interest for education because its importance lies in the freedom for citizens to develop and share their programs without infringing on legal boundaries subject to punishment.

However, this wide range of software available, does not mean that these tools are integrated within all curriculum areas, nor that the prevailing educational practices will change in all schools. As indicated by Sigalès (2004: 39), this is a first step, a clear need in order to advance the integration of this technology in education; and this is being done in different phases of implementation:

- The relationship further establishes a separation between ICT and literacy curriculum, in terms of space (computer rooms), time (computer course) and people (teachers of informatics).

J. IGNACIO AGUADE GÓMEZ, Ph.D. is Vice-chancellor of the University of Huelva (Spain). Leads the fields of Technology and Innovation and is a Full Professor of the Department of Education. Chairman of Group Comunicar in Andalusia, a veteran in Spain in Education through Mass Media. He is the manager of the Iberoamerican scientific magazine of Communication and Education, Comunicar (ISSN: 1134-3478), which is distributed in Europe and America. He is also scientific advisor to several national and international magazines, as well as manager of Agora Investigation Group in the Andalusian Plan of Investigation, developing various investigation projects. He has participated in many educational/investigation activities in the didactic use of mass media and has been the organizer and chairman of several scientific committees of international academic events. E-mail: director@grupocomunicar.com or vicerrectoriotechnologias@uhu.es

ÁNGEL HERNANDO GÓMEZ, Ph.D. is a Professor in the Department of Psychology and Education at the University of Huelva (Spain), Director of Service to the Community College of the University Academically a Ph.D. in Psychology, Master and Bachelor of Psychology and Educational Psychology. Deputy Director of the Ibero-American journal of communication and education, Communicating and member of the Editorial Board of Psychology Notes. "Has participated in numerous training and research activities in the field of school counseling, psychology, education, intervention on risk behaviors and promoting positive adolescent development. He is the author of many publications that address various topics, all related to the area of Psychology and Education. E-mail: angel.hernando@cpsi.uhu.es or direccion@acatu.uhu.es

ALFREDO MONTILLA CORONADO is a teacher, psychologist and professor at the University of Huelva. He has been a trainer of teachers in the School 2.0 Plan. He has participated in several research projects related to R & D of new technologies and their application in education. Teaches courses related to the School 2.0 in several masters at the University of Huelva.
The complementary model involves the use of ICT in some areas or curricular activities, maintaining a differentiated instrumental aspects of ICT.

The ICT curriculum integration implies full availability of the technology in the classroom for use when required by the teaching-learning process.

The permeation of ICT in the curriculum is at the stage of full maturity in the adoption of technology, ICTs are invisible, permanently available to students and teachers as a tool for intellectual work, shared and creative construction from knowledge (Vivancos, 2008: 47).

This last phase is what Baeza (1999) called computer-assisted collaborative learning and understanding; a teaching-learning strategy by which two or more individuals interact to build learning through discussion, reflection and a decision-making process in which computer resources act as mediators, and as a resource for the mediation process emergent from Web 2.0.

WEB 2.0 IN SPAIN

Web 2.0 is as stated by De la Torre (2006), a way of understanding the Internet, with the help of new cutting edge tools and computer technologies. This has promoted the organization and flow of information dependent on the behavior of people working within it. This not only makes access and centralized content easier, but their own participation in its own construction, using tools with increasing ease and intuitively because "one of the main objectives that Web 2.0 raises is to go beyond the technical standards and find a real ability to share data and knowledge via the Web" (Hernandez, 2007). The following are characteristics that represent these thoughts:

- Publishing tools easily available on the web without the need to install software.
- Collaboration power through the various resources available; as in the case of sites like Wikipedia, YouTube, Flickr, Delicious, Digg, MySpace, etc.
- Create new networks of collaboration between users through the means of communication and publication of information. (We have established virtual communities that enable sharing between users, creating new social networks on the web. An example is the construction of large communities or e-learning which has gained a boost in recent years).
- Transform products into services; a product can be a portal that has a goal either to communicate, integrate a community, etc.
- Rebuild of web design and this new version tries to be a meeting and collaboration between users, and working under an order in the publication of information.
- Convergence of media: Web sites designed under the concept of 2.0 are made under the precepts
of usability and under the idea of having on hand a large number of resources, such as video, chat, forums, sharing real-time files, podcasts, Internet radio stations, etc. in order to offer services to users.

Educational use in Spain of resources based on Web 2.0 or School 2.0 will need to be analyzed in depth.

SCHOOL 2.0

The Council of Ministers of Spain approved on July 31, 2009 a budget allocation to implement the program School 2.0 among the autonomous regions and established the criteria for implementation:

- It is a comprehensive program of educational innovation funded at 50% by the Ministry of Education and the Autonomous Communities.

- It provides for the transformation over the next four years of traditional classrooms where teaching to the final two years of primary education and the first two compulsory secondary education in digital classrooms equipped with whiteboards and wireless Internet, in which the teacher will have a fixed and a portable computer and in which each student will work with a PC netbook.

- The budget for equipment will amount to 93.5 million euros.

- They allocated approximately five million euros for the training of classroom teachers who join the program, School 2.0, as well as for developing and fostering the creation of digital educational materials and resources.

Since the adoption of this program, which aims to give every student a computer and fill classrooms with digital gadgets (Area, 2010), the various autonomous governments of the regions have signed participation agreements for the financing of it. (A review of how the situation differs in regions and specific plans and programs that have been created in each of the autonomous, can be found in Area, 2010). The overall aims and objectives: To deepen the quality of education and equal opportunities to get ICT training tools into every classroom, improve educational practices to achieve greater skill development by the students and transform over the next four courses classes 5 and Primary 5 and 1° and 2° ESO, public schools, in classrooms with whiteboards and wireless Internet, while teachers and students have computer netbooks for personal networking.

Of all the autonomies, the Community of Andalusia has gathered a larger allocation of budgetary resources to implement this project. It is understood that the ICT School 2.0 is a new opportunity to strengthen the system of values in a society where digital competence is part of reality. Good use of ICT is a shared responsibility for it makes a connection between school and family.

FUTURE DIRECTIONS IN SPAIN

The future, in the short term, of the School 2.0 project passes through two significant changes: the program's inception in the 2010/11 academic year in schools of secondary education for freshmen, and the didactic digitizing of teacher resources.

Regarding the first point, there is the potential for reasonable doubt arising from the fact that there exist situations...
where students have prior experiences in using computers, as they started using them the year prior in the final year of primary grade), while for the teacher it is the first time they have used these tools.

In relation to the digitization of teaching resources it is expected that 80 public schools will be the first to use electronic books for the academic year 2010-2011. Of the total, 64 centers will work primarily with laptops in both online and offline, using materials developed by publishers. The remaining 16 will focus on developing teaching materials in electronic form.

All the above leads us to a reality in Spain in which we operate as information citizens providing valuable resources and tools to be explored in this formative process, which promises an exciting future.

In conclusion, we consider it necessary to insist on the fact that the mass introduction of computers and other digital items for very sophisticated use can be valuable in the schools, but the mere consumption of ICT does not guarantee intelligent understanding and ownership. Only to the extent that competent members of the educational community establish action plans to promote systematic and comprehensive intelligent interactions between citizens and the media can this succeed. The average daily consumption of audiovisual materials does not guarantee competence, but training is essential to critical media literacy and media. This is defined as those skills, abilities, attitudes and minimum professional skills to interpret the barrage of images judiciously and telematic media content, visual, sound and audio, which are part and parcel of our daily surroundings. Only in this way will the transformation of ICT (information and communication) be enabled in the TAC (technologies for learning and knowledge).

REFERENCES