Media and Information Literacy Indicators Government Action Recommendations

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Jesús Lau, PhD

jlau@uv.mx / www.jesuslau.com
Twitter/Facebook jesuslau
Professor / Adviser to the Provost of Academic Affairs
Universidad Veracruzana / Engineering Research Institute
Veracruz, México
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*Based on previous conference presentations

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Topics

1. UNESCO work on media and information literacy indicators

2. Media and information literacy (MIL) competencies

3. MIL Measurement: Indicators – UNESCO Bangkok Meeting

4. How to proceed? Conclusions

First Part

UNESCO MIL Indicators' Work

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UNESCO MIL Indicators Work

- Conceptual framework for information literacy indicators

- UNESCO Institute of Statistics – LAMP Survey

- Merged approach: Media and Information Literacy Indicators

- Bangkok UNESCO Experts' Meeting

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Ensure that People Have:
(UNESCO, 2010)

- Competencies – knowledge, skills, and attitudes

- to succeed throughout all stages of the life cycle of both "information" and "media"

- to help people meet their needs, survive and thrive, and continue to improve the quality of their lives.

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UNESCO Principles

- Equal access to quality education for all;

- Universal access to information;

- Cultural and linguistic diversity; and

- Freedom of expression

World Summit on the Information Society

"Common desire and commitment to build a people-centred, inclusive and development-oriented Information Society,

where everyone can create, access, utilise and share information and knowledge, enabling individuals, communities and peoples

to achieve their full potential in promoting their sustainable development and improving their quality of life…"

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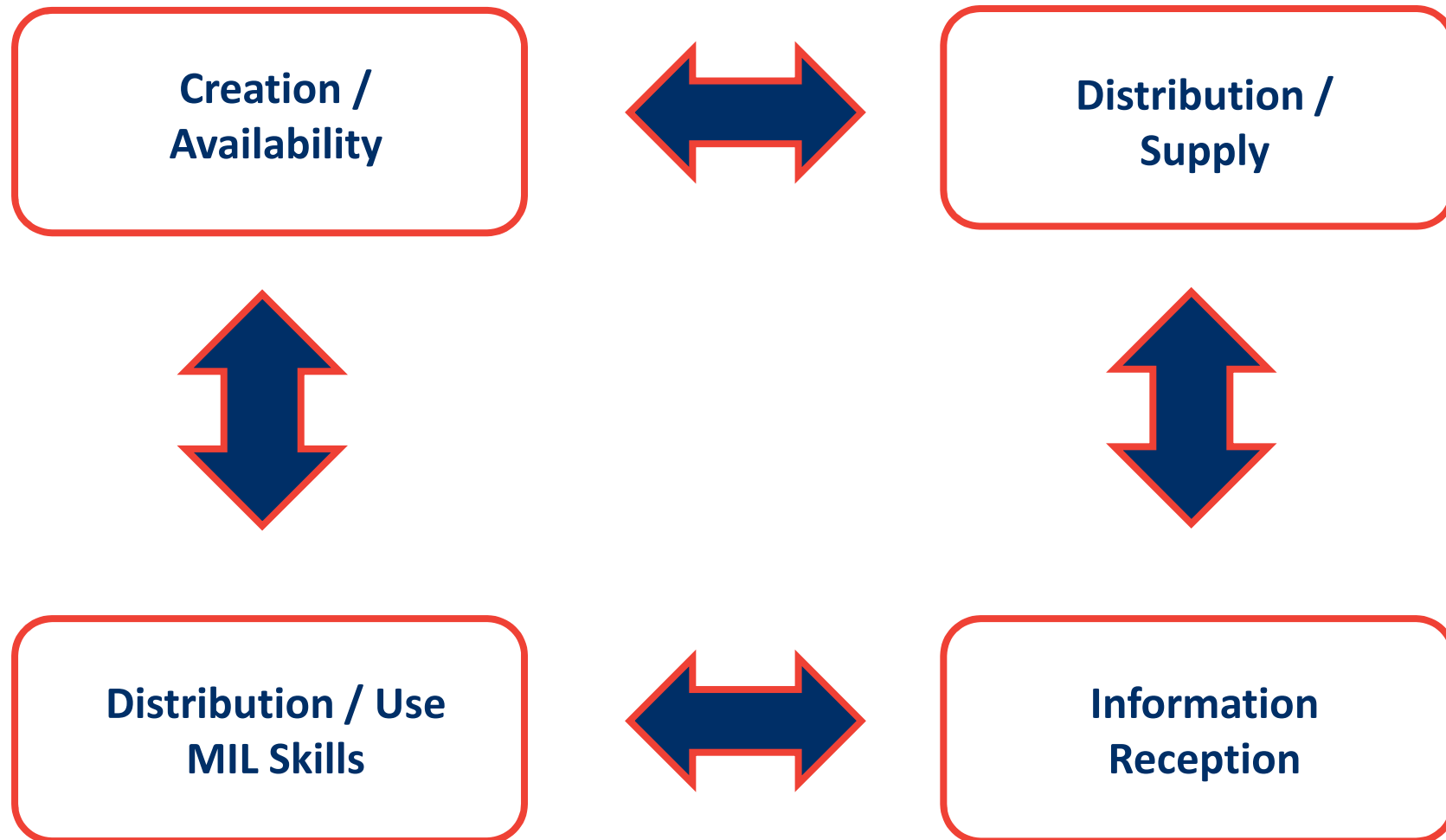
Second Part

Media and information literacy (MIL)

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Media and Information Cycle

Information / Knowledge Chain

1. Production
- Authors
- Inventors
- Researchers

2. Packing
- Editor
- Databases/electronic media companies
- Information aggregators

3. Storage/ Distribution
- Bookstores
- Libraries
- Information services

4. Use/Demand
- Researchers
- Academics
- Students
- Companies

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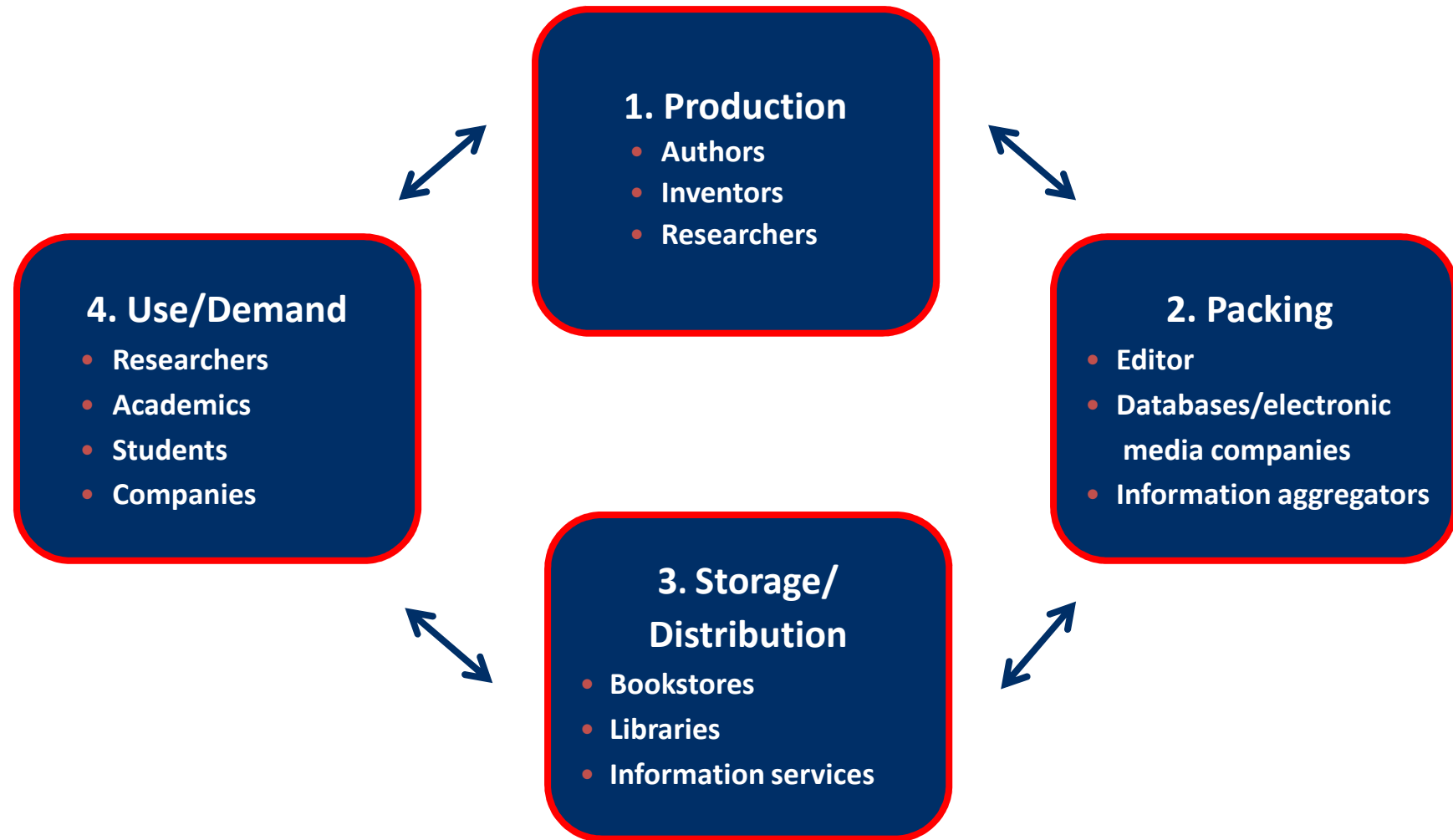
Communication Skills Constellation

INFORMATION LITERACY

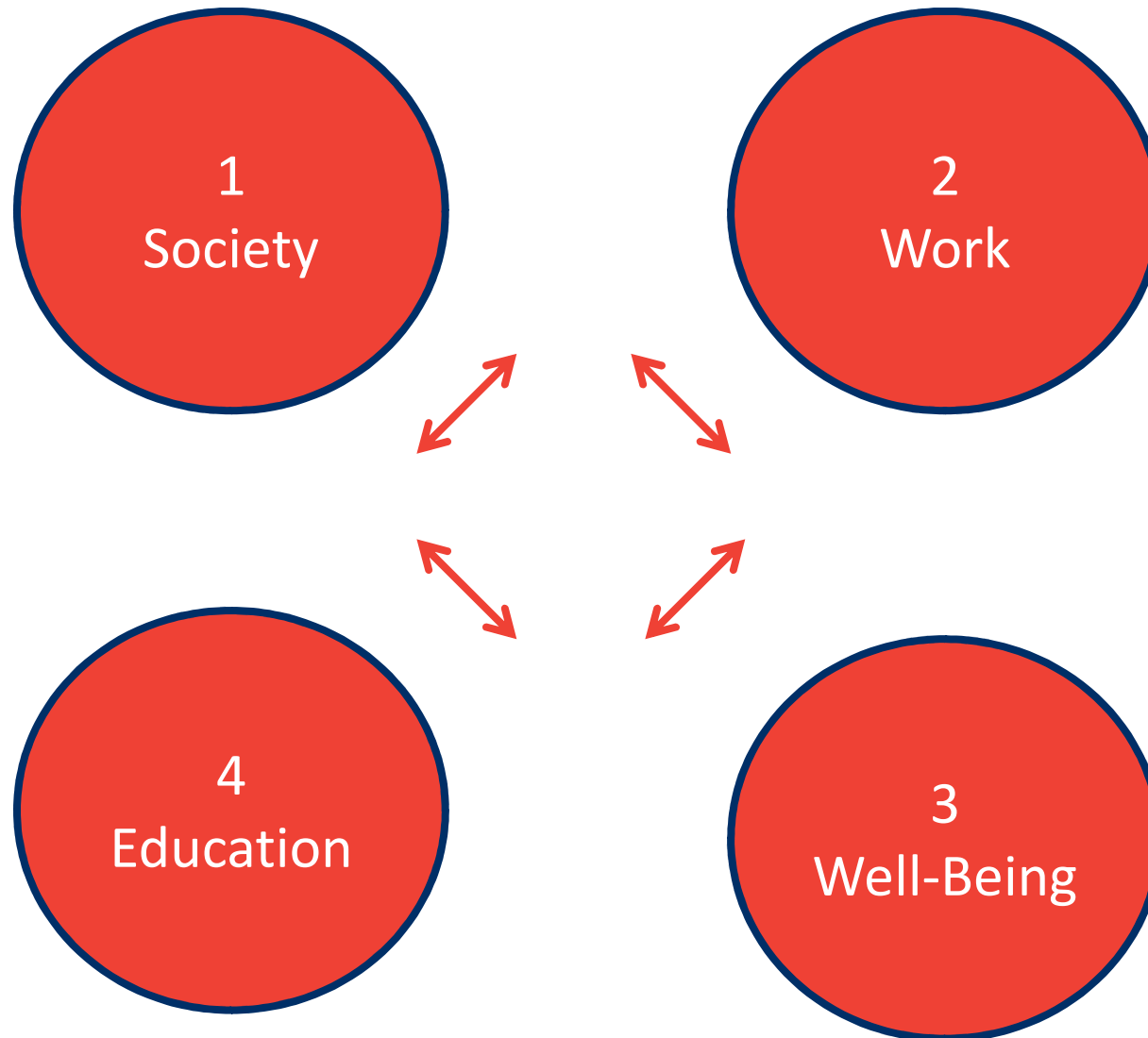| Definition and articulation of information need | Location and access of information | Assessment of information | Organization of information | Use of information | Communication and ethical use of information | Other information Skills |

ICT SKILLS – MEDIA LITERACY

| Digital technology Use | Use of Communication Tools | Use of Networks | Sift media messages | Analyze media messages | Other ICT / Media Skills |

LITERACY

| Reading | Writing | Numeracy | Other Basic Skills |

ORAL COMMUNICATION

| Speaking | Listening |

REASONING

| Thinking Skills |

Literacies Contexts

Knowledge, competencies, and attitudes

Core skills	Subsidiary skills
Access	Identify need / Express / Search / Locate
Evaluation/ Understanding	Analyze / Induction / Deduction (Understand) / Process
Use	Apply / Learn / Ethics / Communicate / Reproduce / Produce
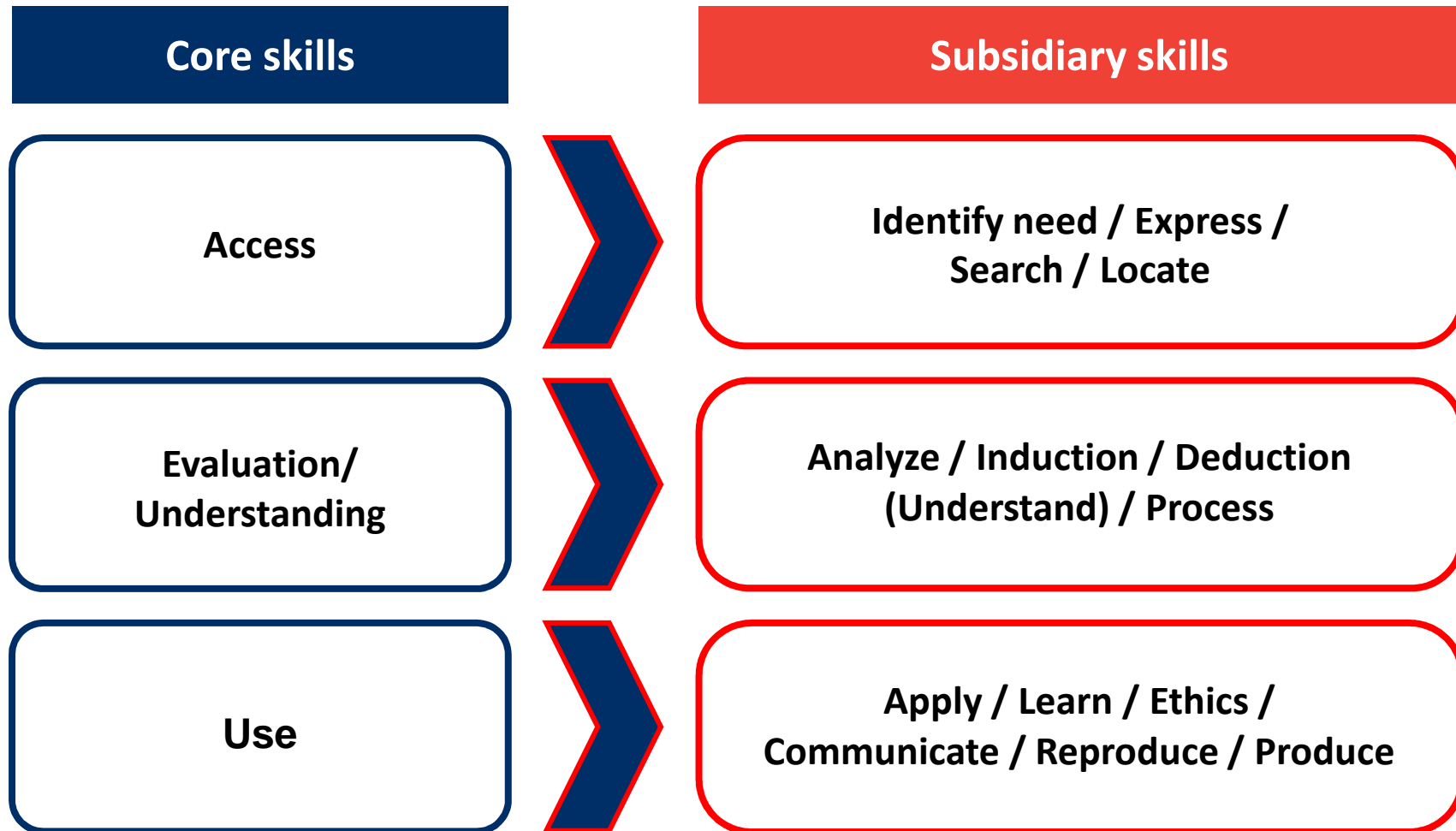
Lau, Jesus (2010) *Conceptual Relationship of Information Literacy and Media Literacy*

Media Literacy Mediating Role

Active Citizenship

Democracy
Governance
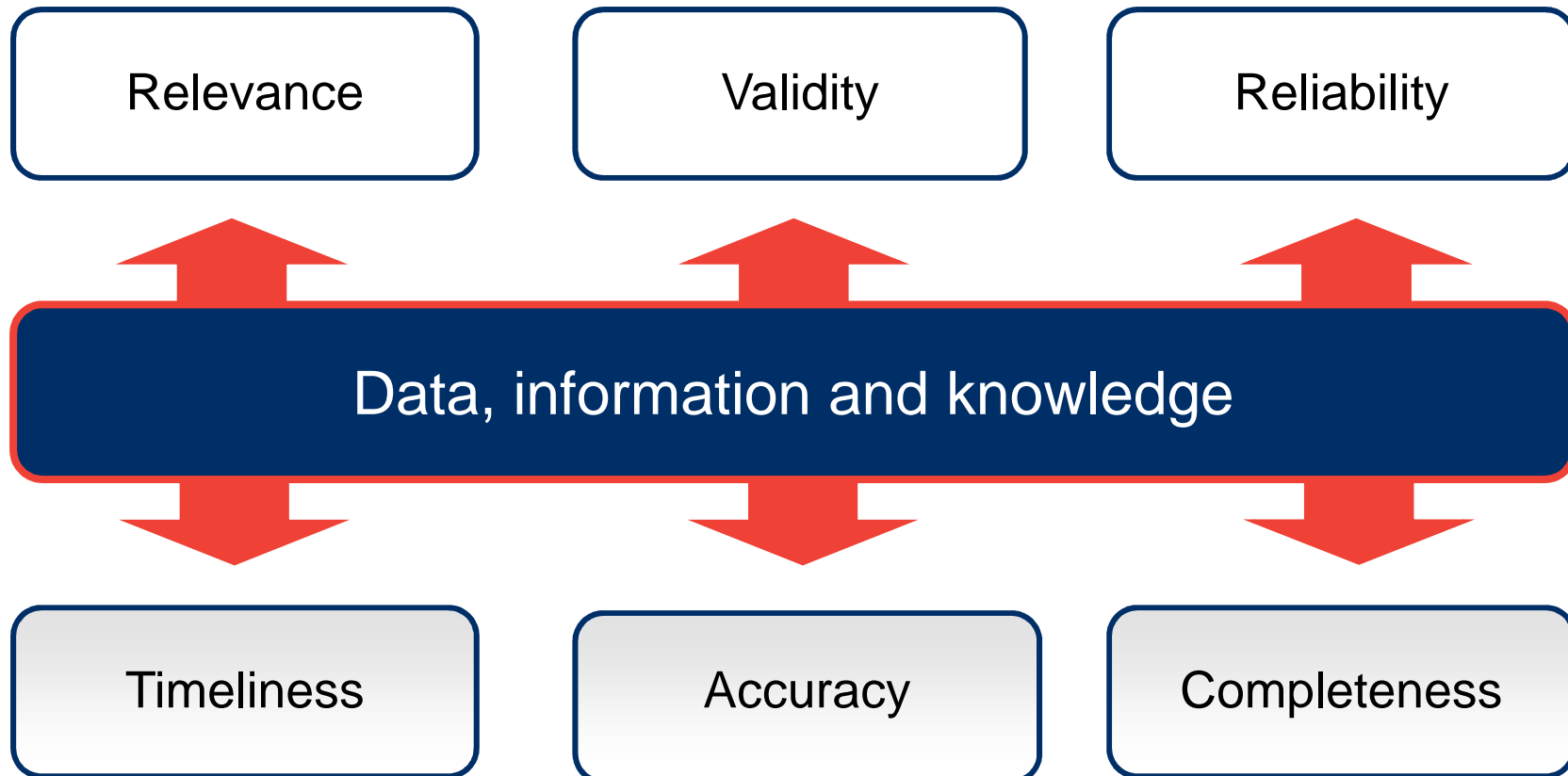Race, class, gender, stereotype

Public Health

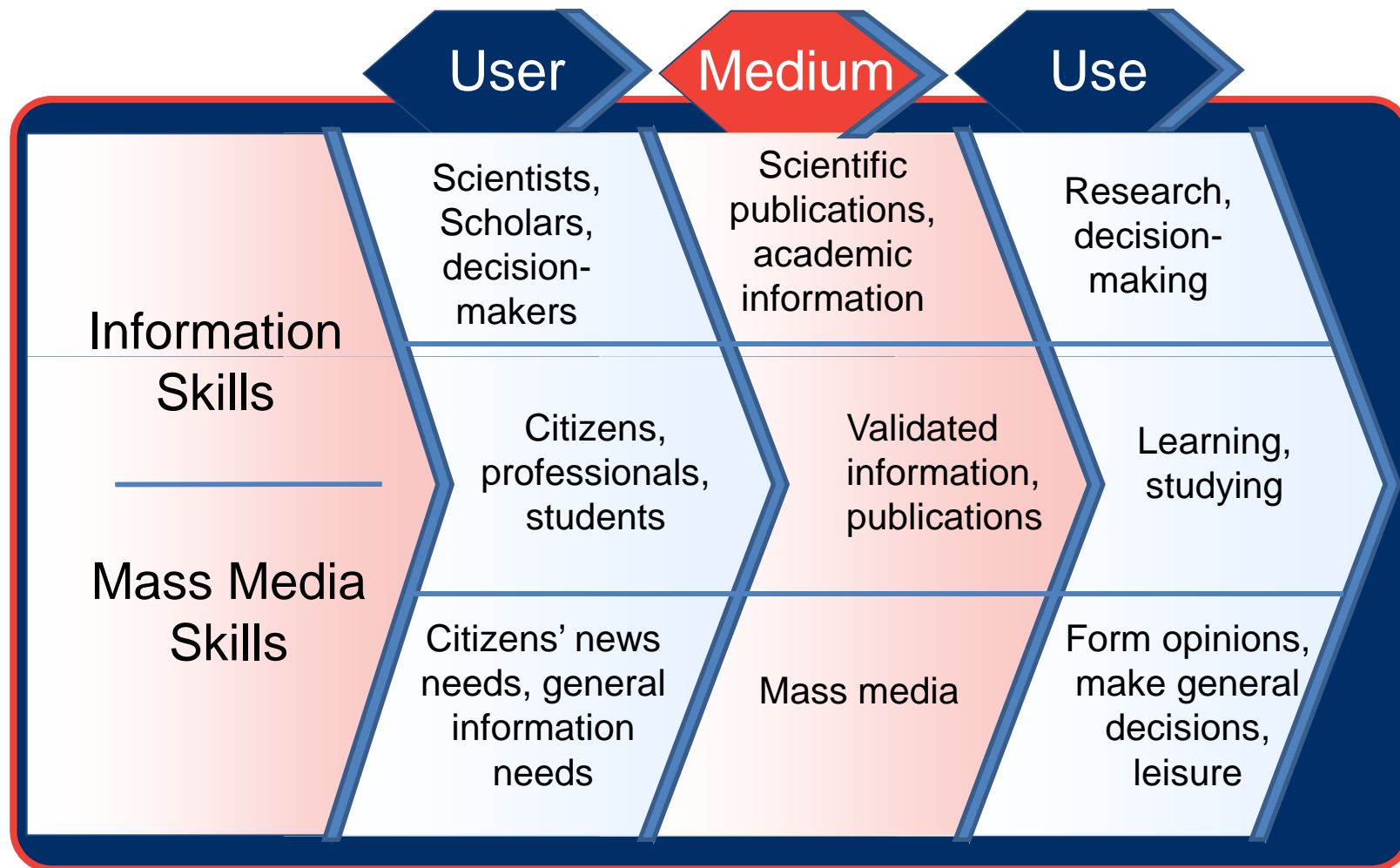Tobacco, alcohol and drugs
Violence
Risky behaviours

Aesthetics

Appreciation, quality of form, format and content
School media and production
Creativity and self expression

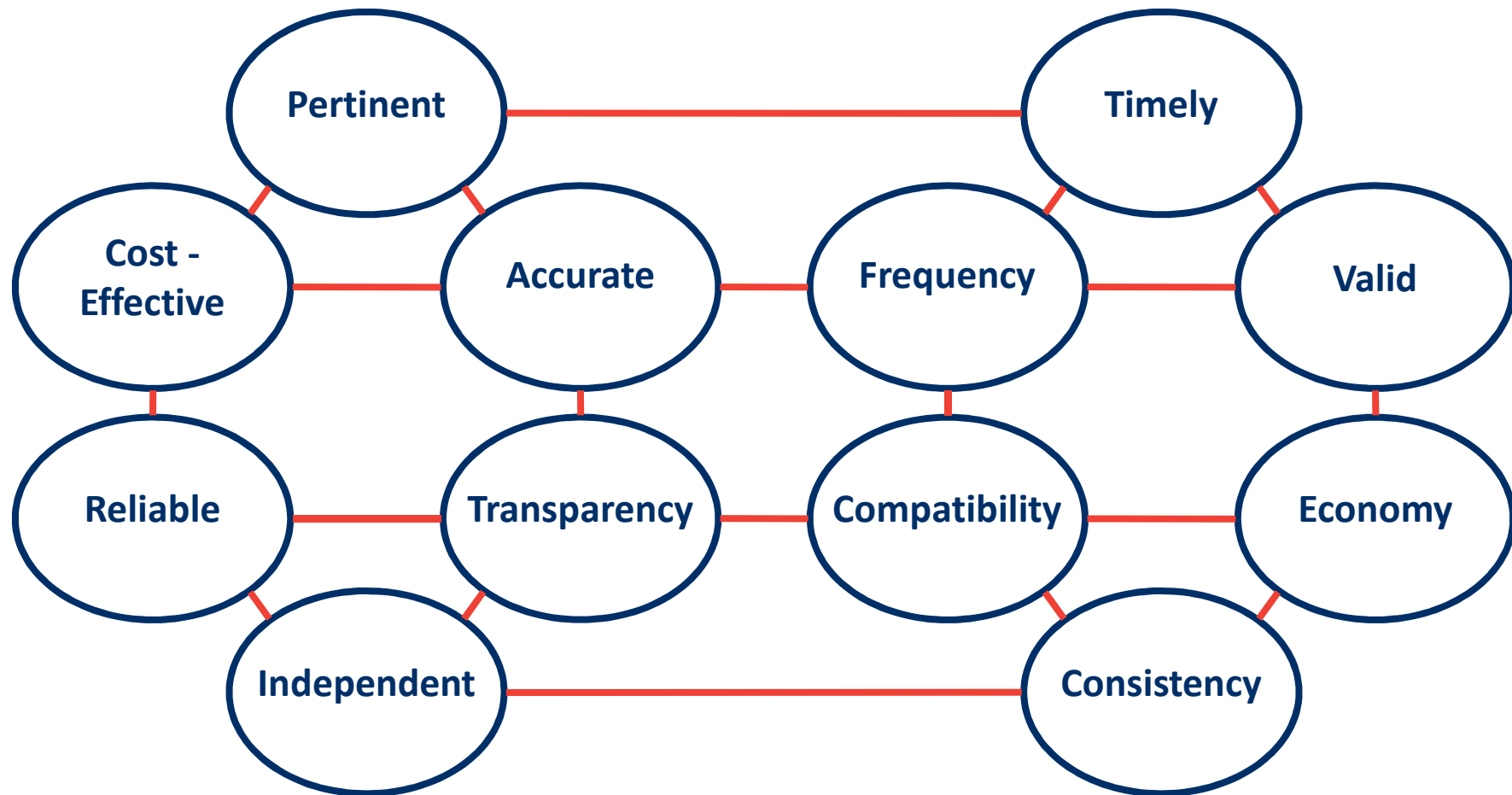# Information Quality

Media and Information Literacy Convergence

	User	Medium	Use
Information Skills	Scientists, Scholars, decision-makers	Scientific publications, academic information	Research, decision-making
	Citizens, professionals, students	Validated information, publications	Learning, studying
Mass Media Skills	Citizens' news needs, general information needs	Mass media	Form opinions, make general decisions, leisure

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Some principles of indicator development

Based on S. Ellis et al. *International Indicators for the supply access and reception of information, and of ICT skills.* In Towards Information Literacy Indicators, UNESCO: Paris, 2008.

Education MIL Indicators – Options

Option 1
Survey –Independent

- Develop own independent instrument

Option 2
Module for Other Surveys

- PISA (OECD)
- National education surveys
- Etc.

Option 3
Combined Index of International Indicators and International surveys

- International statistics
- International relevant surveys

Option 4
Index of Secondary International Indicators

- Use statistics related to creation/availability, distribution/supply, information reception, and use/MIL skills

Multiple factors

Category 1. Media and Information Literacy Context

Topic	Indicator	
Media and Information Education	1.	MIL presence in primary school
	2.	MIL presence in secondary school
	3.	MIL presence in vocational training curriculum
	4.	Degree program in MIL offered at tertiary level of education
	5.	Training of teachers (primary, secondary and tertiary level) in MIL
	6.	MIL educational activities in schools
	7.	MIL educational activities in libraries and library community outreach
	8.	MIL teaching and learning resources
	9.	MIL conferences / Congresses

Category 1. Media and Information Literacy Context

Topic	Indicator	
MIL Policy	10.	National MIL committee or related body
	11.	National MIL committee relation to civil society and public organizations or related body set up and linked to civil society and/or Ministry of education
	12.	Media regulation and policy ownership
	13.	Parental control of media
	14.	Media control
	15.	Existence of Regulatory Authorities
	16.	Regulators attention to MIL
	17.	Existence of Freedom of Information Act (FOIA) laws
	18.	Enforcement of FOIA laws
	19.	Existence of Freedom of Expression laws
	20.	Enforcement of Freedom of Expression laws

Category 1. Media and Information Literacy Context

Topic	Indicator	
User-Generated Content	21.	Promotion of MIL and use of user-generated content by Print Outlets: Newspapers and Magazines (paid and free)
	22.	Promotion of MIL and use of user-generated content by Television networks/stations
	23.	Promotion of MIL and use of user-generated content by Radio channels/stations (public, private and community)
	24.	Promotion of MIL and use of user-generated content by Cable/satellite companies
	25.	Promotion of MIL and use of user-generated content by Telecoms
	26.	Promotion of MIL and use of user-generated content by Mobile phone providers/sellers
	27.	Promotion of MIL and use of user-generated content by Internet providers
	28.	Promotion of MIL and use of user-generated content by Cinemas and film festivals
	29.	Media and multimedia festivals

Category 1. Media and Information Literacy Context

Topic	Indicator	
Civil Society	30.	Organizations that are active in MIL
	31.	MIL initiatives promoted for employees in the work place and/or online
	32.	Activities of MIL developed by civil society organizations (NGO´s)
	33.	Coordination/cooperation among civil society organizations (NGO´s)
Research	34.	Number of researchers
	35.	Number of MIL researchers
	36.	In-country research on MIL by government, civil society, media and/or educational institutions
	37.	Number of registered patents

Category TWO

Media and Information Availability*

Moeller, S., Joseph, A.; Lau, J.and Carbo, T. (2011). *Global Framework on Media and Information Literacy Indicators. Paris: UNESCO*

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Category 2. Media and Information Availability
A. Creation / Availability

Topic	Indicator	
Journals	1.	Paper titles per 1,000,000 inhabitants
	2.	Online titles per 1,000,000 inhabitants
	3.	Circulation Total, & per 1000 inhabitants
	4.	Circulation of magazines per 1000 inhabitants
	5.	% of magazines accessible to the average citizen
	6.	% serials (numbered series publications)
Broadcast content	7.	% of annual radio broadcasting time devoted to news and information, or education and science
	8.	% of annual television broadcasting time devoted to news and information, or education and science
On-line media	9.	Number of local on-line newspapers per 1,000 inhabitants
	10.	Number of Internet radio stations per 1,000 inhabitants

Category 2. Media and Information Availability
A. Creation / Availability

Topic	Indicator	
Libraries	11.	Number of national library(ies) volumes
	12.	% of book volumes of academic libraries per 1000 students
	13.	% of academic library book volumes per 1000 students
	14.	Number of school libraries per 1000 students
	15.	% of school library book volumes
	16.	Number of public library service points
	17.	Public libraries - volumes of books (UIS libraries survey)

Category 2. Media and Information Availability
A. Creation / Availability

Topic	Indicator	
Book production	18.	Titles per 1000 inhabitants
	19.	% bookstores/bookshops per 1000 inhabitants
Language	20.	International languages, national-official, minority
Film	21.	% of films nationally produced
	22.	% of distributed films
	23.	% of cinema attendance

Category 2. Media and Information Availability
B. Distribution / Supply

Topic	Indicator	
Radio	24.	Channels per 1000 inhabitants
	25.	Radio sets per 100 or 1000 inhabitants
	26.	% households with a radio
TV	27.	Channels per 1000 inhabitants
	28.	Television sets per 100 or 1000 inhabitants
	29.	% households with a TV
Journalists	30.	Print Journalists per 1000 inhabitants
	31.	E-Journalist per 1000 inhabitants
	32.	Broadcast Journalists per 1,000,000 inhabitants
	33.	Graduates (and Enrolment) in Journalism and Information studies

Category 2. Media and Information Availability
B. Distribution / Supply

Topic	Indicator	
Internet	34.	% of localities with public internet access centres (PIAC) by the number of inhabitants
	35.	% of households with Internet access
	36.	Internet subscribers per 1000 inhabitants
	37.	% of schools with an Internet connection
	38.	Broadband penetration rate
	39.	Commercial and public servers available in the country
Social media	40.	% of subscribers of Facebook
	41.	% of Twitter accounts
	42.	% of blogs
	43.	Number of visitors per country (YouTube)

Category 2. Media and Information Availability
B. Distribution / Supply

Topic	Indicator	
Websites	44.	Websites in their language (national-official, minority)
	45.	% of e-commerce websites per 1000 inhabitants
	46.	% of .edu websites
	47.	% of .gov websites
	48.	% of Internet Protocol (IP) addresses in the country
PCs	49.	Number of PCs per 100 or 1000 inhabitants
	50.	Use of computers for state (or % of government offices?)
	51.	Online presence of governmental organizations
	52.	Use of computers for commerce (or % of businesses?)
	53.	Use of computers for education (or % of schools?)
	54.	Computers locally (within classroom) networked (e.g. XO laptop)
	55.	Hardwire network of computers

Category 2. Media and Information Availability
B. Distribution / Supply

Topic	Indicator	
Libraries	56.	Library employees (all types) per 1,000,000 inhabitants (UIS libraries survey)
	57.	Number of PC in Libraries
	58.	% public PC access to the Internet in Libraries
Mobile Phones	59.	Mobile phones per 1000 inhabitants
	60.	Number of mobile phones providers per 1000 inhabitants
	61.	Number of mobile phones retailers
	62.	Text-Enabled phones (non smart) per 1000 inhabitants
	63.	Smart phones (able to browse the Internet) per 1000 inhabitants
	64.	Mobile Money (M-Sente) use of phones (and other uses)

Category 2. Media and Information Availability
C. Information reception

Topic	Indicator	
Newspapers	65.	% of households/ persons reporting they read a newspaper
	66.	% of persons reporting they read online newspaper(s)
	67.	% online reading of major national newspapers
Radio	68.	% of households/ persons reporting they listen to radio
TV	69.	% of households/ persons reporting they watch TV
On-line media	70.	% of households/ persons reporting they use on-line media
	71.	% of households/ persons reporting they use the Internet

Category 2. Media and Information Availability
C. Information reception

Topic	Indicator	
On-line media	70.	% of households/ persons reporting they use on-line media
	71.	% of households/ persons reporting they use the Internet
Broadcast content	72.	% of persons reporting they watch different content types
Use of libraries	73.	% of households/ persons reporting they borrow books
	74.	% of households/ persons reporting they use e-mail
	75.	E-mail messages per 1000 inhabitants
	76.	% of persons reporting they buy books

InfoLit Components

Media and Information Literacy*

*Moeller, S., Joseph, A.; Lau, J.and Carbo, T. (2011). *Global Framework on Media and Information Literacy Indicators.* Paris: UNESCO

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Component 1 Access / Retrieval of information
The user accesses information effectively and efficiently

Sub- component	Core Competences	
Definition and articulation of media and information need	1	Recognizes the need for media and information
	2	Defines the need for media and information
	3	Recognizes that a variety of media and information serve a variety of purposes
	4	Recognize the lack of solution/media and information
	5	Develops search strategies search process to find media and information
	6	Identifies the media and information for a particular purpose and define the necessary content
	7	Evaluates potential sources media and information
Location and retrieval of media and information	8	Choose appropriate media and information sources
	9	Accesses the selected media and information sources
	10	Selects and retrieves the located media and information

Component 2 Evaluation / Understanding information
The user evaluates information critically and competently

Sub- components	Core Competences	
Assessment of media and information	1	Analyzes, examines, and extracts relevant media and information
	2	Distinguishes editorial from commercial content / factual and fictional content of media and information
	3	Recognizes that media try to attract different audiences for different purposes
	4	Interprets media and information
	5	Understands and evaluates the functions of media and information in society
	6	Understands and questions context, ownership, regulation, audiences, economic, legal, privacy and security issues of media and information
	7	Evaluates how people, places, issues, ideas and concepts are represented in media and information, with an appreciation of the importance of diversity in the media and information
	8	Evaluates up to date/current, relevant, accuracy and relevance, quality of the retrieved media and information
	9	Recognizes that media and information have social and political implications and that the media and information often have an agenda setting function
	10	Selects and synthesizes media and information
Organization of media and information	11	Determines which is the best and most useful media and information
	12	Determines appropriate and relevant use of media and information
	13	Groups and organizes the retrieved media and information
	14	Arranges/Saves/Stores/Preserves/Deletes media and information

Component 3 Use / Create / Communicate information
The user applies/uses information accurately and creatively

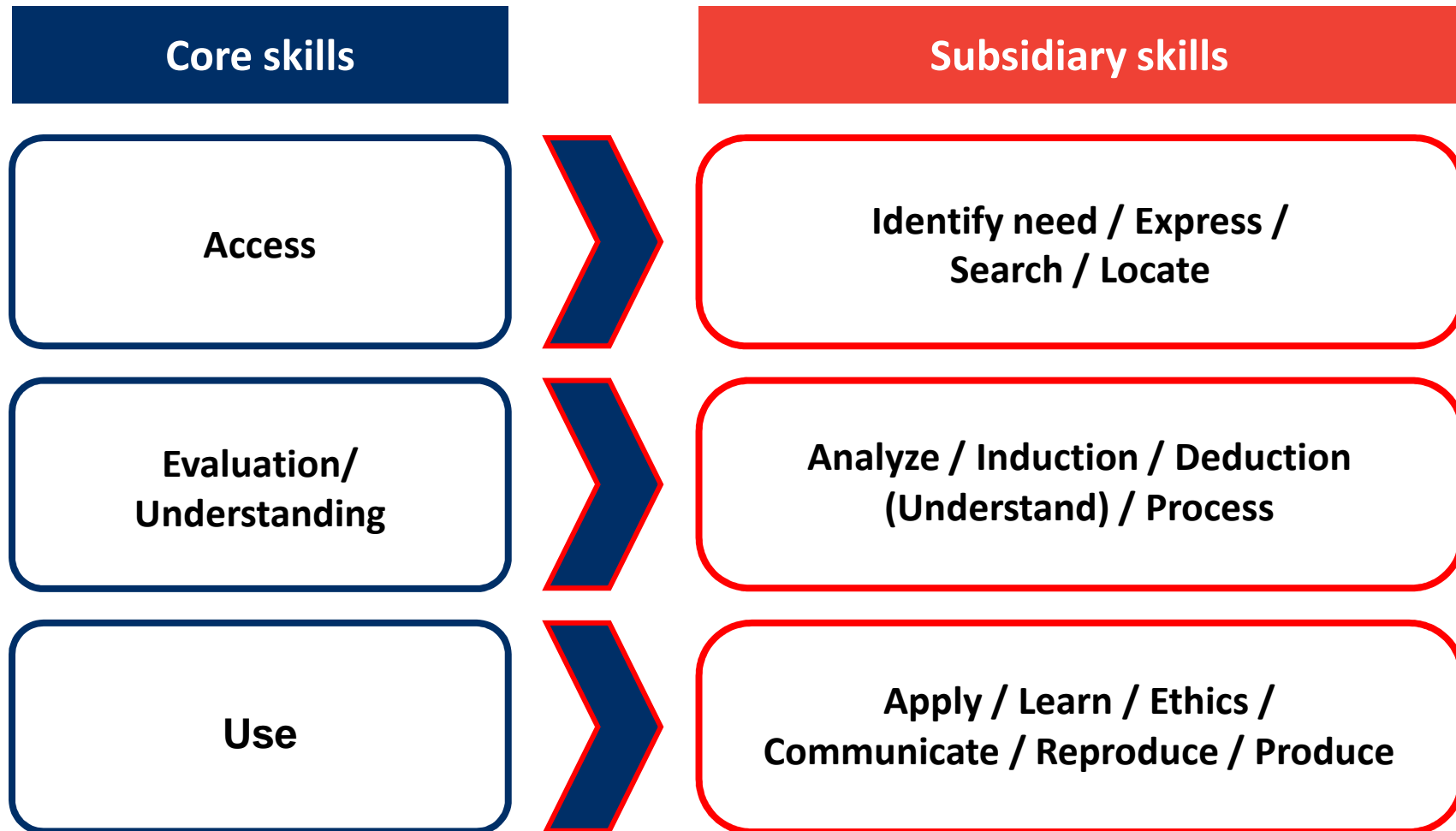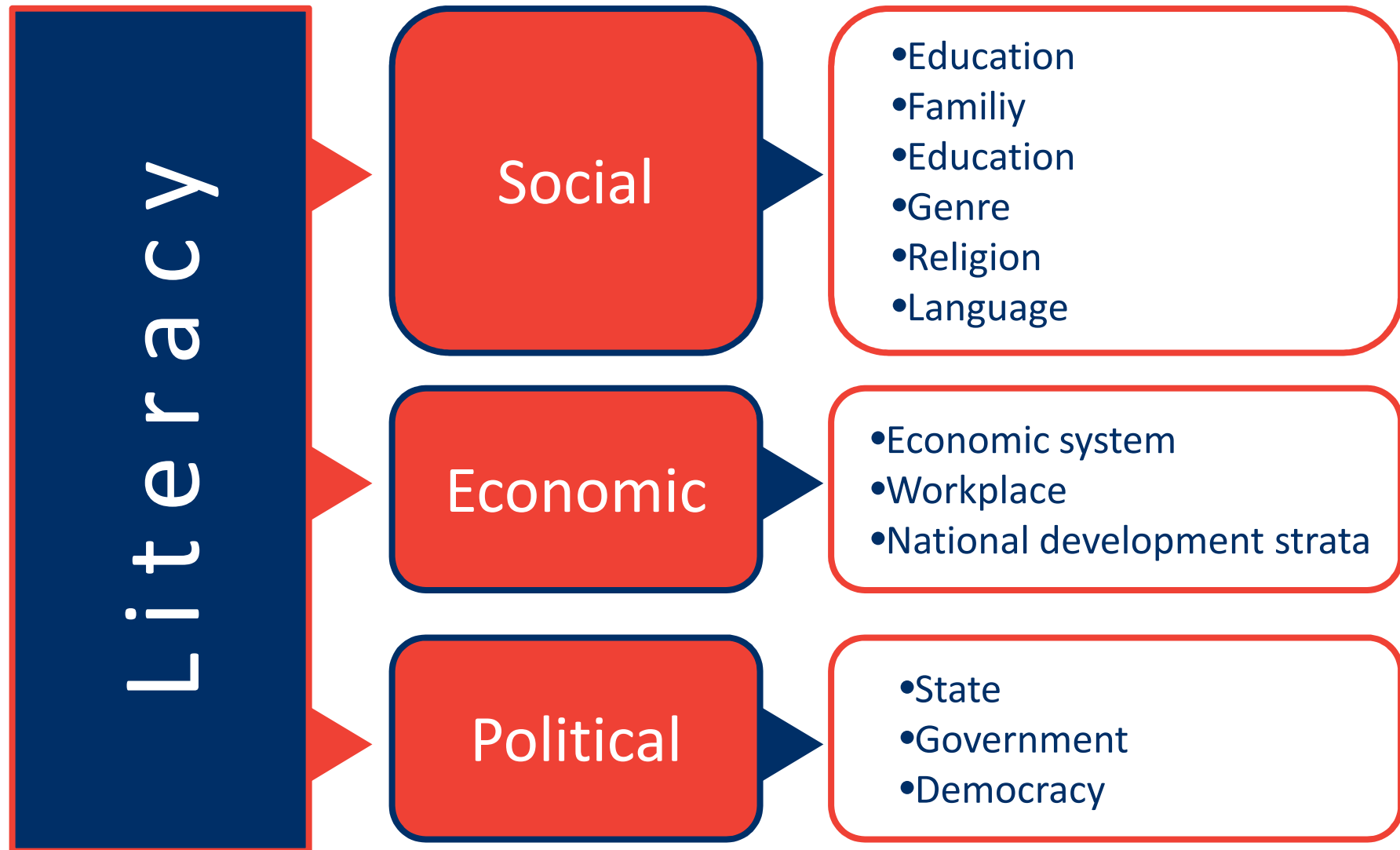| Sub-competencies	Core Competences	
Creation of knowledge	1	Learns or internalizes media and information as personal knowledge
	2	Applies media and information in contextually-relevant settings to target audience
	3	Evaluates knowledge for usefulness
Communication and ethical use and media and information	6	Communicates in media and information formats for a particular message for a particular audience
	7	Demonstrates ethical use of information
	8	Protects personal data
	9	Identifies bodies that regulate media and information
	10	Communicates the learning product with acknowledgement of intellectual property
	11	Uses the relevant acknowledgement style standards

Fourth Part

How to proceed?
Conclusions

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Knowledge, competencies, and attitudes

Core skills	Subsidiary skills
Access	Identify need / Express / Search / Locate
Evaluation/ Understanding	Analyze / Induction / Deduction (Understand) / Process
Use	Apply / Learn / Ethics / Communicate / Reproduce / Produce

Lau, Jesus (2010) *Conceptual Relationship of Information Literacy and Media Literacy*

Cultural Factors: Literacy Acquisition and Use

Literacy

Social
- Education
- Familiy
- Education
- Genre
- Religion
- Language

Economic
- Economic system
- Workplace
- National development strata

Political
- State
- Government
- Democracy

Conclusions

1. Media and information literacy (MIL) competencies have more similarities than differences

2. UNESCO work on media and information literacy indicators is a much needed action

3. MIL Measurement - indicators pose complex but manageable challenges

4. There will be opportunities and challenges along the road

5. There is a need of government actions

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