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# Designing a Media Literacy Curriculum Model for Teacher Training Centers

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**Abstract**

**Purpose**: The present study was conducted to design a model of media literacy curriculum in teacher training centers.

**Methodology**: This research was applied in terms of purpose and qualitative in terms of research method and data type. Experts in the field of media literacy and education, including university professors, were considered as the research community. By conducting a snowball method with 20 interviews, the collected information reached saturation point. The data collection tool was a review of relevant national and international research as well as a semi-structured exploratory interview. Finally, after collecting information from the interview sections and reviewing the sources, at this stage, the data foundation and coding methods were used to classify the data. In order to check the internal validity of the findings, in addition to selecting and confirming the data by studying theoretical foundations, research background, sources, and interviews with focal individuals, the opinions and guidelines of a group of experts were also taken into account. The final was done. In order to confirm the accuracy of the data, the study method was used by the research members to validate the study.

**Findings**: The findings of the study indicated that the appropriate model of media literacy curriculum for teacher training centers, consisting of dimensions such as public media literacy, specialized media literacy, media understanding, media management, media construction and Moral literacy was media.

**Conclusion**: Media literacy is a technique that strengthens the discriminating power by creating dynamism against media messages.

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## 1. Introduction

One of the important issues in the contemporary era is the changes and transformations that have taken place in the field of learning and education. For this reason, the role of mass media around modern education in terms of cultural, social, economic, etc. is a challenging issue in learning. With the advent and expansion of the technological revolution in the 1980s, the world entered a new phase, in which the media, while evolving and becoming diverse, have become a key component of human societies. Therefore, in order to be able to have an audience in the face of the existing multimedia, this can protect themselves against the challenges and their destructive consequences, in addition to conscious and active use of these media. Therefore, we need to provide a broader definition of literacy and increase its conceptual space; which usually does not mean the ability to read and write alone (Buckingham, 2018).

Media literacy, in addition to the considered ability in traditional literacy, which was the ability to read and write, develops the ability to analyze and evaluate messages and the power to produce and transmit information to others in different formats and with different tools. This kind of literacy; By empowering man to understand how media work and how they make sense, the nature and purpose of producing media messages and the effects and techniques of various media, it takes him out of mere consumption and makes him resistant to the effects of media (Bahadorikhosroshahi & bargi, 2018). Media literacy, in addition to learning to read the appearance of media messages from various media, tries to teach the audience to read the unwritten lines of the print media, watch unscheduled plans, or listen to non-broadcast sounds from electronic media. For example; an audience with media literacy is aware of the goals and conventions of the media and uses them consciously (Saunders, 2014).

Such an audience is aware of the role of sound, music, and other special effects in inducing space and meaning in television and cinema, and knows why and how a single message in television, cinema, newspapers, magazines, radio, large billboards, or computer games. It can have different effects. Does being able to see make it possible to read? Or can you understand every voice message by listening? The sense of sight causes seeing but does not make understanding possible, so does hearing! Conventional sounds and writings or signs (symbols, signs, and symbols) explain a concept that can be understood if one knows and is aware of it or sees and hears it. The media each use these symbols and signs in proportion to their desired capacity and categories to produce a message that if the audience does not know and are not aware of them, it will not be possible for them to understand and receive the true meaning of them (Toloui, 2012). "Media literacy is a new approach to education," says the International Center for Media Literacy. This literacy provides a framework for accessing, analyzing, evaluating, creating, and collaborating with media messages presented in a variety of formats (written, video, and Internet) that build on cognition based on the role of the media in society as well as basic research skills for citizens. Which always lead to democracy (Sheikholeslami & Vahdat, 2018).

The semantic field of media literacy is very wide and has a wide semantic scope, and of course, its scope is increasing day by day. If I want to give a proper definition of this concept, I have to mention briefly that until about twenty years ago, the ability of the audience to communicate consciously with the media was considered media literacy, but in recent years, especially with the growth of multimedia in the web and Mainly European and American media from the achievements of psychology and neuroscience (neuroscience) to influence the audience, this definition no longer responds to the concept of media literacy (Hosseini, 2016).

Today, the audience's relationship with the media has become more complex, and to a lesser extent, and perhaps even more so, the media's methods of influencing audiences have become more subtle, incomprehensible, and obscure, so that a human being qualified by media definition, today assuming His understanding of media literacy has not changed, he is not considered literate in terms of communication science, and he needs to retrain and update his information and increase his knowledge about the functioning of the media, so that he is not at least among ordinary and merely influential people in today's

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media world. Indeed, in today's world, one can say that a media literate person has the characteristics of media literacy, and today these indicators are not only the power to distinguish and identify the media and their products and intellectual feeds, but also the ability to interact and orient and direct as an audience. "It also includes the active" (Alizadeh, 2018). On the other hand, it should be noted that the curriculum plays a special and fundamental role in the teaching-learning process that takes place in schools. Curriculum refers to formal and informal content, process, content, overt and covert instruction through which the learner, under the guidance of the school, acquires the necessary knowledge, acquires skills, and attitudes, appreciations, and values. It changes itself (Maleki, 2018). Also, observing the homogeneity and consistency between the elements that make up the curriculum is one of the basic features of an effective and efficient program. In many parts of the world, media literacy education is now taught either as compulsory or optional textbooks by the government or non-governmental organizations, which highlights the importance and place of the curriculum in promoting and developing media literacy as well as media literacy, Indicates an important topic that should be included in the curriculum (Vilson, 2012). What educational planners and policymakers seek to convey to their audiences generally occurs through the development of educational content, in other words, what is referred to as the curriculum. Research shows that in the Iranian education system, this dimension of education, despite its importance, has received less attention (Sharifee & Karami, 2019).

The undeniable impact of the role of teachers in educating students at all stages of their lives, along with the impact of new technologies on teaching-learning methods and changing the role of teachers in the educational process, are factors that leave a gap in the concept of media literacy and status. It should be considered by researchers. Media literacy can be studied as a communication and social issue in the present age as a kind of reasoning and critical thinking skills that the audience can judge the content of mass media. By studying media literacy, the audience learns that whatever is published in the media is not a reason to correspond to reality. The study of media literacy is associated with the emergence of critical thinking and thinking in individuals (Shojaee & Amirpour, 2012). Thus, one learns to think deeply and accurately about the nature of programs, writings, and hearings, and to critique them; On the other hand, it achieves a kind of complex confrontation with media output (Potter, 2012). The role of teachers in this area may be to try to find a way to understand how students can be helped to understand the multiple cultural and social roles of the mass media in society and the extent to which the media is influential, without directly directing them. . Although the aesthetics of the media may fit well with traditional curricula, the broader social, economic, and political aspects of the media also need to be explored. Whether this leads to consumer activism depends equally on the participants and the educator, provided that the right combination of open discovery and impartial evaluation is created (Mousavi Enzehayi, 2012).

Bagherinia (2018) in a study evaluated the media and information literacy of users of the Sistan and Baluchestan National Library and Documentation Center. The results showed that the rate of media use and the way of using the media in the studied samples was lower than average. Also, the amount of information evaluation, the amount of information composition, the amount of information exchange and the amount of copyright observance in the studied samples are above average. Karami & Davoodi (2016) studied the level of media literacy and its role in Iranian society. Findings showed that the variables of duration, amount, type of media use, realizing media content, motivation and purpose of the audience, socio-economic status and level of education have a significant relationship with media literacy. Stasova (2017) in a study conducted in the Czech Republic entitled Contemporary Parents: The First Media Literacy Teachers among Parents of Children aged 6-17) concluded that families in the Czech Republic have control over They have too much on their children's media consumption. Educated and younger parents have a greater tendency to control and regulate media consumption. Families who are in a state of media saturation in every way, as well as families who are less exposed to the media, are less inclined to control and monitor media consumption. Aarsand & Melander (2016) in their research examined the place of media literacy in

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children's daily lives. They found in their research that people with relatively low media literacy levels find it difficult to protect themselves from the media, and conversely, people with high media literacy levels as soon as the media gradually understands the meaning of life for They define, their behaviors, attitudes and feelings do not change, and such people will be able to gradually remove the definitions that the media has created for them of the world around them and replace the media program with their own ideas.

It should be noted that in Iran and in the teacher training curricula offered in teacher training centers, a comprehensive and codified model that includes the concept of media literacy in its entirety and on the other hand expresses the dimensions and components of the native model. It is designed in accordance with the culture of the Iranian society, it does not exist and it is enough to offer only a few courses in the field of media literacy. Therefore, according to the content and the position and importance of media literacy in the growth and development of teachers and ultimately the growth and development of society, this study seeks to achieve and identify a model that uses it in addition to identifying components, indicators and dimensions. Media literacy curriculum for teacher training, validate it from the point of view of experts. As a result, the present study seeks to answer the question, what are the dimensions, components and indicators of the media literacy curriculum model of teacher training centers? What are the dimensions of the media literacy curriculum model in Iranian teacher training centers? What are the components of each of these dimensions? What are the characteristics of each of the components of this model?

The aim of this study was to design a model of media literacy curriculum for teacher training centers. This research is applied in terms of purpose, qualitative in terms of data and foundation in terms of data method. Experts in the field of media literacy and education, including university professors, have been considered as the research community, who were selected by the purposeful method of snowball. After conducting 20 interviews, the researcher recognized that the collected information had reached saturation point. The data collection tool was a review of national and international research related to the subject as well as a semi-structured exploratory interview. Finally, after collecting information from the interview and resource review sections, in this stage, the data foundation and coding methods (open, axial and selective) were used to classify the data. During the open coding phase, the data were carefully examined, appropriate phrases and concepts, and related categories were identified, dimensions and characteristics were determined, and the pattern was examined. The main units of analysis for open and axial coding were concepts. When carefully analyzing the data, the concepts were created by the researcher titling, directly from the participants' interview transcripts (live codes) or according to their common uses. Excerpts from the interviews were reviewed regularly for key points. The questions that seemed to be consistent or did not have a significant impact were removed, leaving 136 items. In order to check the internal validity (validity) of the findings, in addition to the data being selected and confirmed by studying theoretical foundations, research background, sources, interviews with focal people, the opinions and guidelines of a group of experts were taken into account. The final was done. In order to confirm the accuracy of the data, the study method was used by the research members to validate the study. To determine the external validity (transferability) of the findings, special procedures of coding and analysis of symbols and signs were used. Three types of open, axial and selective coding were used to analyze the obtained data.

## 2. Methodology

The aim of this study was to design a model of media literacy curriculum for teacher training centers. This research is applied in terms of purpose, qualitative in terms of data and foundation in terms of data method. Experts in the field of media literacy and education, including university professors, have been considered as the research community, who were selected by the purposeful method of snowball. After conducting 20 interviews, the researcher recognized that the collected information had reached saturation point. The data collection tool was a review of national and international research related to the subject as well as a semi-structured exploratory interview. Finally, after collecting information from the interview

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## 3. Findings

During the open coding phase, the data were carefully examined, appropriate phrases and concepts, and related categories were identified, dimensions and characteristics were determined, and the pattern was examined. The main units of analysis for open and axial coding were concepts. When carefully analyzing the data, the concepts were created by the researcher titling, directly from the participants' interview transcripts (live codes) or according to their common uses. Excerpts of interviews were reviewed regularly to find the main items, for a total of 142 interview items. Questions that seemed to be consistent or did not have a significant impact were then removed. As a result, 136 items were identified in the form of 29 indicators. It should be noted that Table 1 presents the items obtained from the interview with each of the interviewees.

**Table1.** Items obtained during open coding

| Extracted concept | Source |
|---|---|
| Familiarity with other languages | Interviewee No. 1 |
| Ability to analyze media | |
| Gentle media criticism | |
| Recognizing the place of Iran in the world | |
| Study of media literacy training models | |
| Understanding the status and importance of media literacy | Interviewee No. 2 |
| Development of the use of technologies and systems | |
| Understanding the features of the new age with a view to the future | |
| Generate content based on audience knowledge | |
| Moral limitations in society | |
| Development of media ethical productions | |
| Prioritize ethical goals | |
| Identify strategies and policies related to media literacy in educational centers | Interviewee No. 3 |
| Policy making | |
| Use creative techniques to attract the audience | |
| Participation rate | |
| Mastery of foreign language terms in the field of media | |
| Empower the audience | |
| Use the experiences of other countries | Interviewee No. 4 |
| Recognize the types of media productions | |
| Active and dynamic familiarity with messages and media products | |
| Understand the needs of the audience | |

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| | |
|---|---|
| Use entertainment capabilities | |
| The morality of the messages | |
| Upgrading the position of teacher training centers | Interviewee No. 5 |
| Benefit from media software | |
| Analyze and ask questions about message building framework | |
| Recognize the necessary preconditions for the development of media literacy | |
| Recognition of messages by learners | |
| Cost-benefit analysis in the production of new concepts | Interviewee No. 6 |
| Media literacy training with the help of experts | |
| Activity and influence in the media space | |
| Effective, efficient and competitive presence in the media environment | |
| Continuous relationship with professors and researchers in the field of communication | |
| Understanding the moral needs of society | |
| Awareness-based use of information | |
| Understanding the intellectual content of messages presented in the media | Interviewee No. 7 |
| Awareness, knowledge and skills in the field of media | |
| Increasing diversity and pluralism in society | |
| Critical media training to promote media literacy | |
| Paying attention to preserving one's own culture against cultural invasion | |
| Understand the content of messages presented in the media | |
| Understand the different media and content produced by them | Interviewee No. 8 |
| Teaching media literacy with a media perspective | |
| Removing restrictions | |
| Using the media to spread ethics | |
| Choosing the right media | |
| Get critical feedback from critics | Interviewee No. 9 |
| Build messages in different aspects | |
| Assess the level of media literacy | |
| Identify the distinction between cultural values in society and values presented by the media | |
| Promoting the role of guidance in all aspects of life | |
| Recognize people's favorite media sources | |
| Ability to build and produce new applications | Interviewee No. 10 |
| Ability to identify types of media and their producers | |
| Recognize the factors that accelerate or stop media literacy | |
| Ability to measure communication ability | |
| Compilation of media texts | |
| Development of media productions and activities | Interviewee No. 11 |
| Collaborate with other institutions to develop media literacy | |
| Development of virtual media | |
| Policy-making with a general approach in society | |
| Identifying the issue of cultural heritage by the audience | |
| Skills-based understanding | Source |
| Explain the required personal capabilities | Interviewee No. 12 |
| The importance of the soothing role of media literacy | |
| Media literacy training tailored to spatial-temporal requirements | |
| Understanding the ethical nature of media in society | |

Table 2 presents the results of the interview with the interviewee No. 3 as an example to explain how to extract concepts from the interviews.

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**Table2.** Results of the interview with the interviewee No. 3

| Extracted sentences | Extracted concept |
|---|---|
| In the field of developing programs appropriate to media literacy in teacher training centers, we must pay attention to the fact that by using appropriate strategies in the field of media literacy and appropriate to teacher training centers, to formulate the necessary policies in this area and Develop programs appropriate to teacher training centers in the field of media literacy | Identify strategies and policies related to media literacy in educational centers |
| We must keep in mind that the audience is one of the most important factors that determine the type and manner of formulating programs and policies related to a particular program. In this regard, we must pay attention to the needs and desires of the audience in the field of media literacy and produce programs tailored to them. | Attention to the audience |
| When compiling and planning to produce a specific program and preparing specific content, we should try to include different topics in the program as much as possible, and thus be able to comment and act on different topics, and when formulating goals and Apps are open to us. | Include various topics |
| The media are an integral part of human life today, so when preparing and formulating programs to teach media literacy, we must use the ability and capacity of the media in the field of information production, as well as the media as a means Let's use it to get information. | Use the media to receive and produce information |
| Today, the Internet and cyberspace are used as a large and extensive environment for the exchange of information between users around the world. As a result, in order to develop a program for media literacy training, we can use this unlimited range and through this to produce and exchange information with larger communities. | Strengthen Internet media |
| In order to develop programs to produce a template and content for teaching media literacy to a specific group and in this regard, teacher training centers, a context should be provided so that they can use this content and space in policy making and policy. Media outlets operate and operate. | Policy making |
| In order to develop a program to increase the level of media literacy of teachers, the ground must be provided so that people can use new and creative techniques to attract audiences to the media and help increase the audience. | Use creative techniques to attract the audience |
| The level of participation in the use of media is important, which affects the extent of their effectiveness. When planning for the development of specific content in the field of media literacy, we must pay attention to the issue of participation of specific individuals and groups in the development of programs and provide space for maximum participation of different groups in the field of development of various programs. | Participation rate |
| When running programs in the field of increasing the level of media literacy, we must pay attention to the fact that different fields have different languages and literature and are specific to themselves. Therefore, in order to promote and expand the level of media literacy of individuals, we must provide a space where people become familiar with the terms and words specific to that science and master them to the extent that they can encrypt messages in this area. | Mastery of foreign language terms in the field of media |
| Each program is prepared and compiled for a specific group of audiences. When planning to develop specific content for a specific group of audiences, which is here to develop a program to increase the level of media literacy of students and teachers, we must first pay attention to estimating and determining the needs and desires of our audience and By meeting these needs, we empower them in the field and help increase their level of ability. | Empower the audience |

Subsequently, the items that seemed to be compatible with each other were categorized into larger categories during the pivotal coding step called components. In other words, components are the result of categorizing items that are common to each other in some ways. In the following, the obtained components are classified into separate categories according to the common points they have with each other, during the selected coding stage, under the following concept. The following table categorizes the results of axial and selective coding related to the dimensions and components of the media literacy curriculum model of teacher training centers.

**Table3.** Dimensions, components and indicators obtained during the axial and selective coding steps

| dimension | Component |
|---|---|
| Public media literacy | Communication ability |
| | Media awareness |
| Specialized media literacy | Ability to evaluate annually |

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| | |
|---|---|
| | Ability to analyze media |
| Understanding the media | Critical understanding |
| | Cognitive abilities |
| Media management | Media access |
| | Aesthetic abilities |
| Media Ethical Literacy | Ethical sensitivity |
| | Ethical potential |
| | Moral exploration |
| Making media | Knowledge of media use |
| Next | Professional abilities |

Finally, after extracting the dimensions, components, indicators and items, the model of media literacy curriculum of teacher training centers with 6 dimensions, 13 components and 136 items was approved.

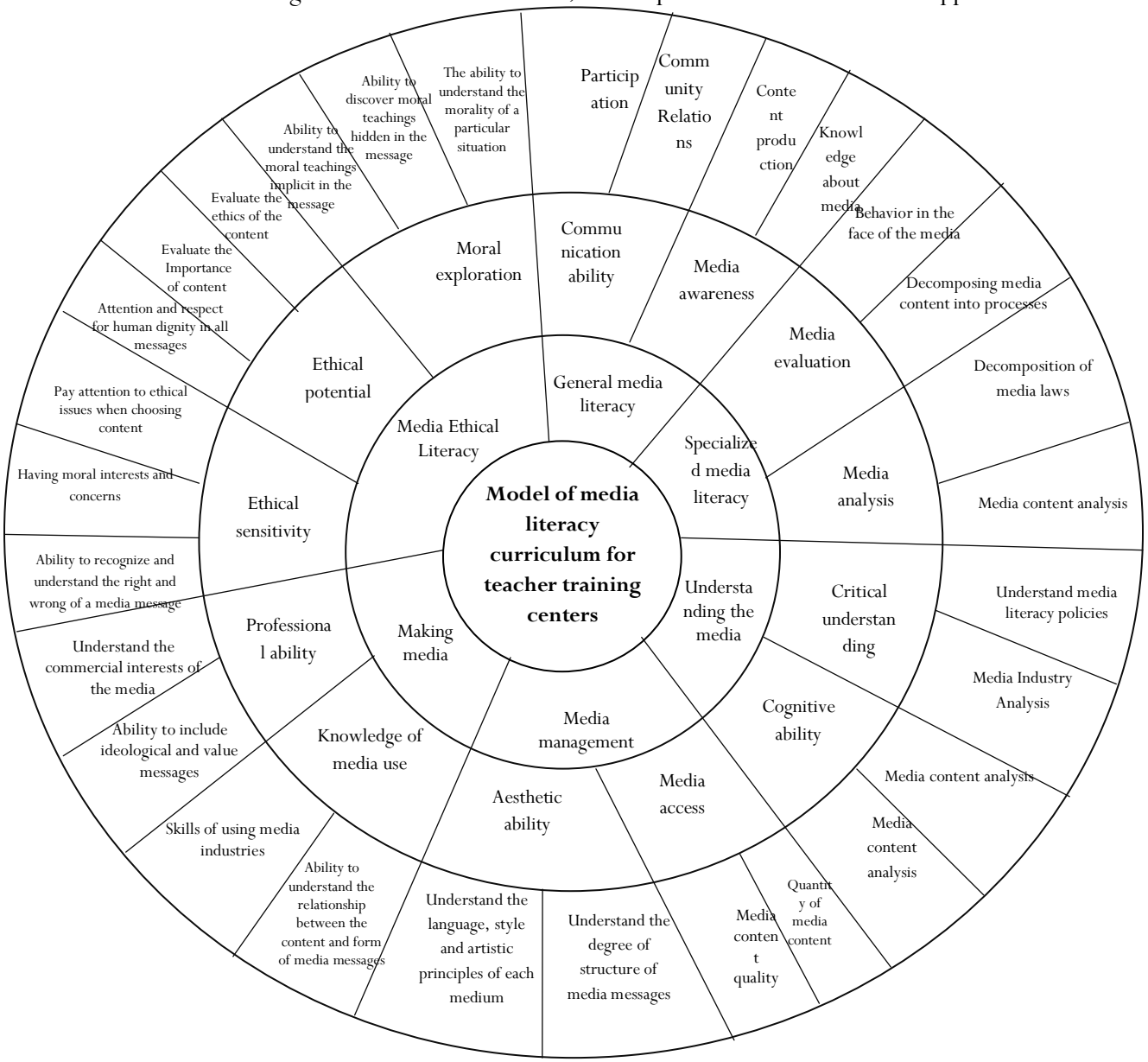


**Figure1.** Model of media literacy curriculum of teacher training centers

As the chart above shows, the model, which has been validated by experts, includes 6 dimensions of public media literacy, specialized media literacy, media management, media construction, media

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understanding and media ethics, and 13 components of media awareness, communication ability, and analytical ability. Media analysis is the ability to evaluate media, aesthetic ability, and media access, knowledge of media use, professional abilities, critical understanding, cognitive ability, moral sensitivity, moral exploration, and moral potential. Thus, the first finding of the present study is to identify the model of media literacy curriculum of teacher training centers consisting of 6 dimensions and 13 components.

## 4. Discussion

The research findings indicated that the dimensions identified for the media literacy curriculum model of teacher training centers are dimensions such as public media literacy, specialized media literacy, media understanding, media management, media construction and media ethics literacy. The results of the studies of Bagherinia (2018), Karami & Davoodi (2016), Lee & Kim (2015), Stasova (2017) and Beguom (2014) were consistent with these results. Today we live in an age where human beings, whether they like it or not, are in a state of media saturation. The environment around them is full of information. Against such an environment, determining and prescribing a media consumption regime is not only necessary but also vital. In this process, the educational system is of special importance because children, adolescents and young people are the main and most vulnerable sections of society, and therefore creating the necessary cognitive and motivational backgrounds in this group and teaching those media literacy is undeniable. Media literacy, by giving the necessary insight and knowledge to the audience, increases their ability to analyze and produce messages, and thus makes the audience active (not passive) in dealing with media messages, so this insight and Knowledge is transferred from childhood and adolescence, people according to their intellectual age. In this regard, teachers are at the forefront of this information. "Media literacy" literally means the acquisition of media knowledge and is an understanding based on the skill by which media products can be recognized and distinguished from each other. Media literacy uses the audience as a tool for analysis and selection. Equips messages to consciously reproduce and interpret messages.

Media literacy is the ability to access media, to critically understand and evaluate various aspects of media content to make connections in a variety of contexts. In many countries of the world, media literacy training has started for different segments of the population and this issue has become important, although not all media ideologies are negative and the media have positive ideologies, but people with low media literacy, They must accept media messages as they are presented and fasten the rounds of media messages in the square and square holes of their lives.

The undeniable impact of the role of teachers in educating students In all stages of their lives, along with the impact of new technologies on teaching methods - learning and changing the pattern Teachers in the educational process are the factors that cause the gap between the concept of media literacy and its place to be considered by researchers. Media literacy can be studied as a communication and social issue in the present age as a kind of reasoning and critical thinking skills that the audience can judge the content of mass media. By studying media literacy, the audience learns that whatever is published in the media is not a reason to correspond to reality. The study of media literacy is accompanied by the emergence of critical thinking and thinking in individuals. Therefore, one learns to think deeply and accurately about the nature of programs and writings and hearings and to critique them as well; On the other hand, to achieve a complex confrontation with the output of the media. The role of teachers in this area may be to try to find a way to help students understand the multiple cultural and social roles of mass media in society and the extent to which the media is influential, without directly directing them in a specific direction. . Although the aesthetics of the media may fit well with traditional curricula, the broader social, economic, and political aspects of the media also need to be explored. Whether this leads to consumer activism depends equally on the participants and the educator, provided that an appropriate combination of open discovery and impartial evaluation is created.

What is the vital distinction of media literacy education as a national strategy for the people of a society, especially teachers who are the leaders and culturists of a country, is the dominance of the media

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over the social and political life of the audience and their influence on lifestyle. It is the action of consumers; As with the biased representation of the autobiographical media, the identity of the audience is so challenged by the notion of "self" and "other" that the dimensions of their identity gradually change. Because all information and news are "mediated" except when we experience information directly. This becomes even more alarming when we know that most media outlets, without activating self-awareness, affect the audience and are even able to create powerful value and behavior models. This is where media literacy, as a fundamental and genuine thinking, can turn a passive, one-way relationship into an active one in relation to different media, and can even make our media consumption more enjoyable. It is in this position that perceptual, sensory, aesthetic and moral awareness creates a more accurate and deeper picture of oneself and another in the mind of the audience and enhances their individual, cultural and national identity (Hosseini, 2016).

Media literacy includes the ability to access, analyze, evaluate and process information, and in fact a kind of skill-based understanding based on which the types of media and their products can be identified and distinguished from each other. Media literacy is in fact a technique of actively confronting the media and getting out of the environment of mere submission to media messages, which can be followed by teaching people how to use the media and its messages without compromising beliefs and impairments, to use beliefs intelligently to maintain and enhance their identity. Reducing the audience, intolerance and increasing the audience's expectations, increasing the possibility of the audience objecting to the received messages, reducing the credibility of the media for the audience, the need to increase the technical quality of media products, degrading the media, reducing media effectiveness, Lack of influence of the media in sensitive situations, reduction of media control over public opinion, increase of media production costs, the need for specialized media forces, the need to promote and improve media advertising methods; These are some of the things that have made it necessary in previous advertisements to have a model for assessing media literacy, especially in radio and television. On the other hand, the existence and use of a model to assess the level of media literacy of individuals and employees of the organization, provides the possibility for planners and organizational decision makers to measure the level of literacy of their employees, always seek to improve it that requires Having a pattern as a beacon and a guide. Finally, the following model has been presented, designed and identified as the final research model in the field of factors, dimensions and underlying components of the media literacy curriculum model of teacher training centers.

In the discussion of research proposals, it should be stated that according to the studies conducted, it was concluded that the development of a model for assessing the level of media literacy of individuals and employees of the organization is one of the most important issues. In order to collect the necessary information in this field by creating a database of media literacy curriculum of teacher training centers so that the required information about their level of media literacy is always available to planners. Also, the results of previous research as well as the present study indicate that the level of media literacy and having it is one of the most important categories, especially for teachers who are the basis of education in the country. Therefore, in this regard, it is suggested that by holding workshops and training courses to get acquainted with the topic of media literacy curriculum, we help students and teachers to improve their level of awareness and knowledge of media literacy.

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