Media Literacy as a Key Competence of 21st Century. A Case Study of Romania

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# Details

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## Topics

## Sample

"In order to achieve the research objective, we settled the content analysis
method of all the national curricula, recognized by the Romanian Ministry of Education.
The analysis unit was concepts as media (mass-media), media education, media
literacy. The following documents were analysed:
• 12 curricula (2004-2018, recognized by Ministry of Education) separated on 3
educational levels:
– Primary school (I-IV class level);
– Gymnasium (V to VIII class level);
– Highschool (IX – XII/XIII class level, all types of education)
• Curricular areas:
– Man and Society;
– Counselling and orietantion;
– Technologies
Types of official documents:
– curricula provided by Ministry of Education;
– School’s Decision Curriculum" (Rotaru, 2019, pp. 4-5)

# Abstract

""""This study argues the necessity of implementation of media literacy in schools by interpreting media literacy in relation to 'communication' and knowledge and information society, which are included in the key competences of European Union. In the Romanian educational system, the media literacy competence is not aimed in any educational curriculum. Few efforts have been made in the past ten years, efforts initiated by the civil society experts and not adapted to the national curriculum yet. Based on the literature review and on the content
analyses of the national curriculum, this study contrived media literacy strands and standards including performance objectives and basic teaching and learning contents. By theoretically systemizing media literacy, this study is expected to promote the understandings of media
literacy in schools and promote its implementations in the classrooms."" (Rotaru, 2019, 3)

# Outcome

"the subject of media education/ media literacy
encounters a very low level of understanding and it is insufficient operationalized from
the Romanian Formal Curricula (competencies, scientific content, educational resource
or didactic strategy). The media education training programs are needed as the key
role is played by teacher/ school in order for the students spend quality time during
educational activities and on their spare time.
Recent Romanian national representative studies (Study on children use of the
internet, 2019; Velicu, Balea, Barbovschi, 2019), underlined the increasing of media
consume (internet) and the decreasing of the children age in internet use;
A gap and inconsistencies between EU level (policies, regulations and strategies) and
the national level (e.g. digital agenda, human rights, education etc.) is evidently
underline by this type of research and the social and educational reality shows a
stringent need for correlations.
As it was pointed out in the framework programme Partnership for 21st Century
Skills (2003), “Students will spend their adult lives in a multi-tasking, multifaceted,
technology-driven, diverse, vibrant world — and they must arrive equipped to do so.”
From the pedagogical perspective also, especially the one process-oriented, media
literacy is not a discipline to teach, but a new way of teaching, or even more, a new
way of learning." (Rotaru, 2019, p. 6)