

Major Approaches to Global (Media) Education



Tactics-Approaches-Mantras

Media and Global Communication Shifts

1945-2020

- **1945: United Nations Founded** →
 - San Francisco → NYC.
 - Governing mission of managing **GLOBAL PEACE**
- **1945-1970s:** Rise/Dominance of **Broadcast Radio** Worldwide
- **1950-1970:** Rise of **Broadcast Television** (Developed/Wealthy Nations)
 - Different funding paradigms
 - Government Funding/Control
 - Private/Commercial/Advertising
 - Mixture
- **1970s: Satellite Technologies** used for Communication and Long-distance Education:
- **1950-1980s:** Rise of **GLOBAL DIGITAL Networking/TELECOM** Infrastructure
- **1970s-Present Day:** Transnational **GLOBAL Corporate Conglomeratization of Media**
- **1982-Present Day:** Revolution in Personal Computing (IBM-MICROSOFT-APPLE-DELL-LENOVO-ACER)
- **1996--Present:** The Internet & **World Wide Web** comes of Age
- **2005—Present** Web 2.0/3.0 (Social Media) MOBILE Devices
- 2016 → The **GLOBAL IoT (Internet of Things)**
- **2017 → Genetic and Biotech transformation of LIFE → Machines**



WHAT IS THE ROLE OF EDUCATION & MEDIA/TECH EDUCATION IN THE 21ST CENTURY?



APPROACHES-STRATEGIES-MANTRAS

Protectionist/Avoidance Approach

“Protect the ‘children’ and protect my cultural values”

• Arguments:

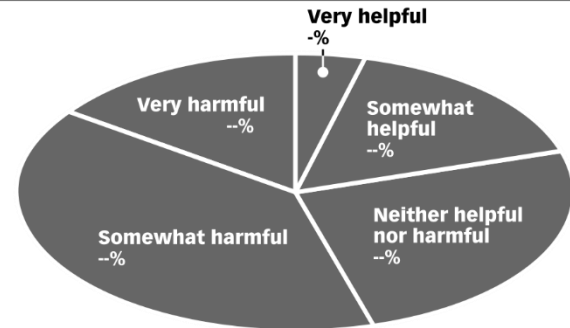
- The MEDIA INDUSTRIES (Hollywood, TV, Music, SOCIAL MEDIA, industries) promote content that is largely **HARMFUL** if not immoral or (especially for children)
- Media don’t reflect “my values.”
- Media represent Left Wing/Right wing bias!
- Media are manipulative and untrustworthy!
- Most media content is mindless, vacuous crap. So why spend time with it?

• Approaches:

- Best defense is avoidance or prohibition.
- Protective Parent → Home schooling
- Rating Systems to V-Chips
- Censorship
- Rely on ONLY particular types of media (e.g., books) to defend against the adverse affects of harmful media (TV, Film, music).

Do US Parents Regard Social Media as Harmful or Helpful for Their Children?

% of respondents, July 2018

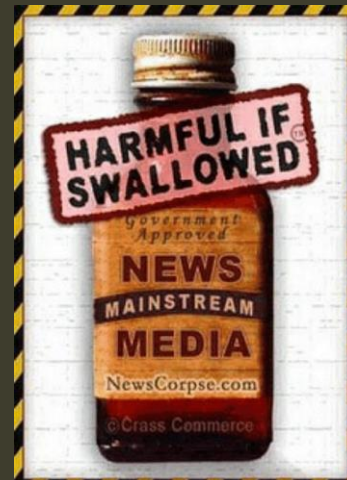


Note: numbers may not add up to 100% due to rounding

Source: -----
Consumption," Aug 29, 2018

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www.eMarketer.com



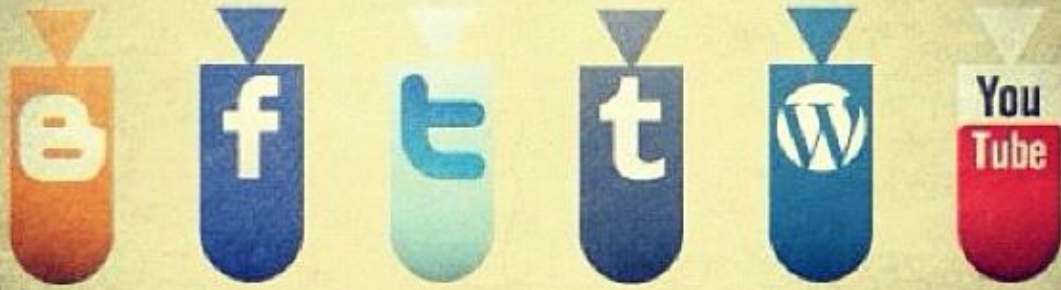
Mantras:

“We must Protect our children from the harmful effects of media!”

“We must preserve and protect our cultural values!”

“KILL your TELEVISION!”

WEAPONS OF



MASS DISTRACTION

Is Social Media..



Good?

or

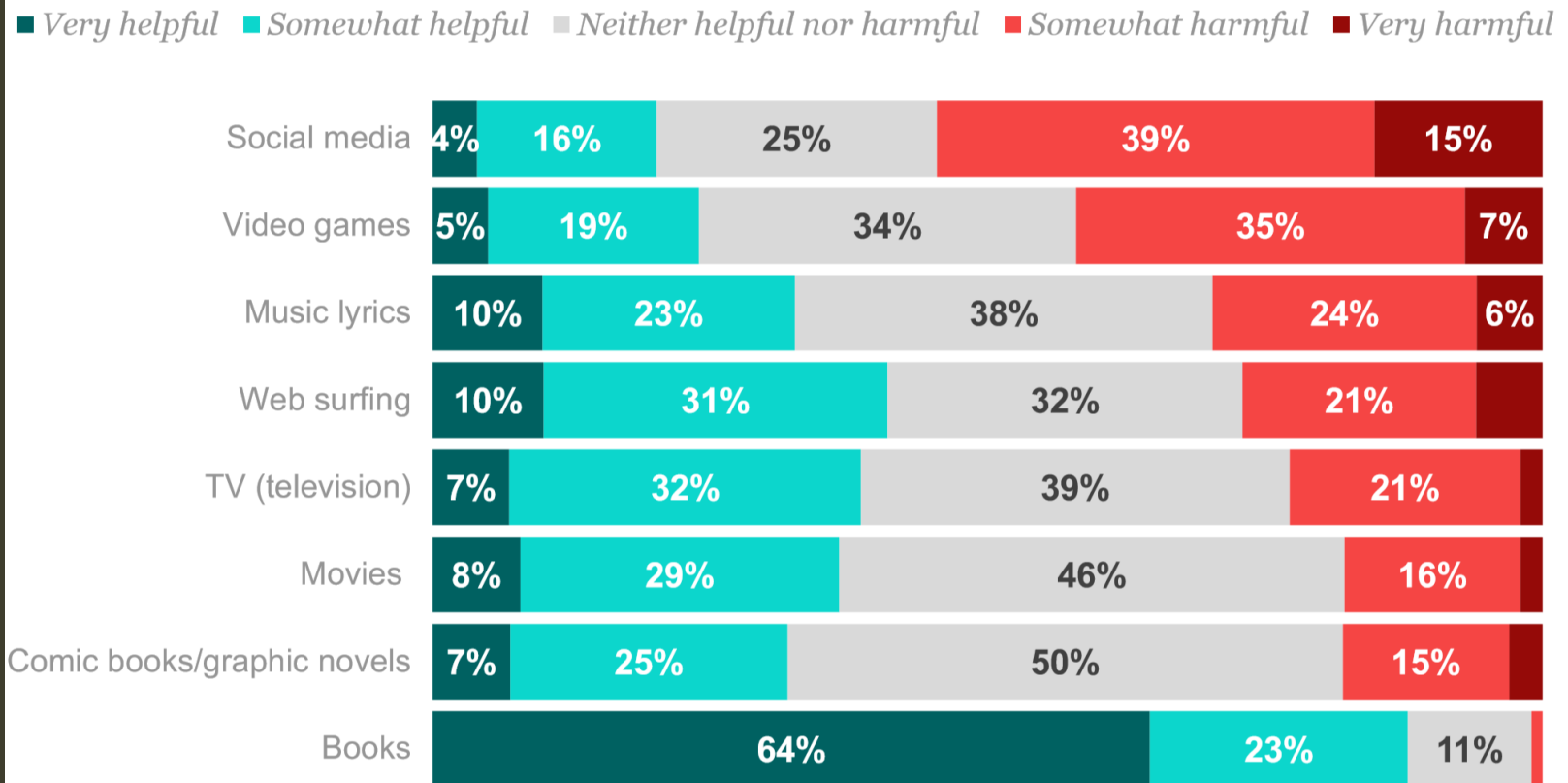


Bad?

Parents see social media as the most harmful type of media in children's lives

For each of the following, please indicate whether you believe, in general, this is helpful or harmful for children.

ALL PARENTS:



Corporate/Media Industry Perspective

Media as Mirrors + Entertainment

- Arguments:

- Media are essentially **mirrors** of culture. Our TV shows and movies simply **reflect** our interests, desires, values back to us.
- Limited Effects: Media don't have the impact we think they do. Media inform and entertain, but there's no causal connection between the media and global social problems.
- Media education should focus on the creation of new and fresh strategies for telling stories and informing people.



- Approaches:

- Let the industry “police” itself.
- **Any government** involvement or regulation is too much.
- News media provide us with all of the information we need.
- Media are developed to **let us escape our problems**—so just enjoy!

Mantras:

“Media didn’t invent the problems of the world.” Media merely communicate information about them and mirror the current trends in society.”

“Don’t blame me, I merely report what happened.”

“News is factual, impartial, and unbiased.”

“It’s all good.”

“Don’t worry, be happy.”

“Don’t be soooo critical!”

Vocational/Tech/Engineering Job skills

“To compete in the global market, we need a skilled work force.”

• Arguments:

- Education needs to be focused on Job Specific Training for the 21st Century.
- Career and Work-force oriented.
- Your schooling should prepare you for a specific job/career.
- Create workers with skills for the global market.



CAREER & TECHNICAL EDUCATION



• Approaches:

- **JOB training**
- **Techno-centrist:** Above all else, one must learn to use technologies (computers, computer languages, internet services, etc.)
- Certification/Training in in specific skillsets.

“If you don’ t learn the tools, you will be left behind, backward, and unemployed. ”

“Technology = progress. Why would you want to fight the tide?”

“In order to be competitive in the global market...we need a skilled work force. ”

“Our children’ s schools need iPad2s to be properly educated!!!”

Ecological/Holistic

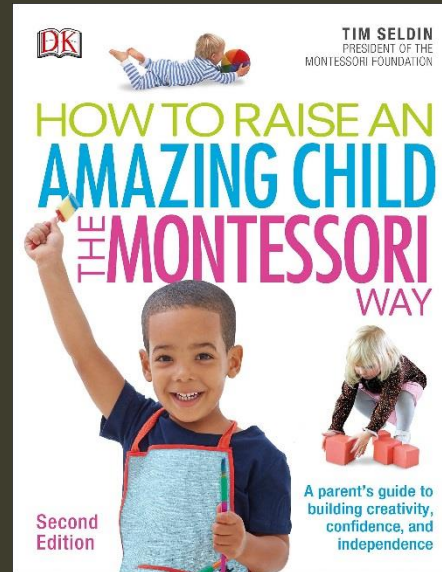
Education Should Develop the **WHOLE** person

• Arguments:

- Multiple Intelligences
- TECHNOLOGY IS only ONE part of education of the human mind!
- Liberal Arts Education—Cross-Cultural and Cross Disciplines
- Literacy (reading/writing) is at the core of larger media literacy.
- Critical Analysis of media is a MUST for freedom of the individual w/in a consumer culture.
- The educated “consumer” is a media literate person (with a knowledge about the language and techniques used in all different types of media).

• Approaches:

- Consult **multiple forms of media** and get information from different sources.
- **Combine Theory, History, Practice**
- **Critically analyze** all media/information regardless of the source.
- Age-Appropriate media.



Mantras:

People learn more from our media than they do from our schools. Therefore, we need to constantly ask, **WHAT** is being taught, by **WHOM**, and **WHO** benefits?

Identify and critically examine the sources of **ALL** media messages.

Don' t be a blind, single-source media consumer.

Media is constantly changing, therefore our methods of criticism need to change with the forms.

Empowerment-Social Justice/Activist Approach

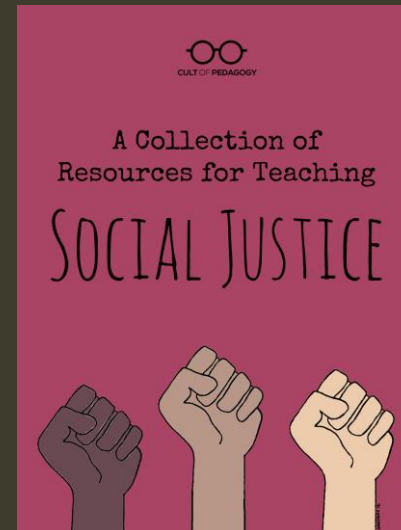
“Media to change the world.”

• Arguments:

- Media are political. So use them as tools for political and social change.
- Mainstream media are the handmaidens of the 1%. Take them back.
- Empower yourself!
- Use digital tools and social media to even the power.

• Approaches:

- **Reform the media** by producing media worth consuming (Adbusters)
- Learn the **media production and intellectual decoding** skills to understand its effects and empower individuals/groups
- Active use of **many different approaches**, tools, techniques, formats, and languages.



Mantras:

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it’s the only thing that ever does.”

